

# St Day and Carharrack - Pupil premium strategy statement 2025-2026

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 **2025 – 2026** and outcomes for disadvantaged pupils last academic year **2024 -2025**.

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 Day and Carharrack Primary School
Number of pupils in school	<b>104 September 2025</b> <b>115 September 2024</b>
Proportion (%) of pupil premium eligible pupils	<b>2025-2026 36/104</b> <b>35% PP</b> 2% PLAC <b>2024-2025 (predicted 42% 48/115 pupils)</b> (£1,455 each) (1x Service - £335) (2x PLAC - £2,530 each)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	<b>2025 - 2026</b> <b>2026 - 2027</b> <b>2027 - 2028</b>
Date this statement was published	<b>December 31st 2025</b>
Date on which it will be reviewed	<b>July 2026</b>
Statement authorised by	Governing Body
Pupil premium lead	Susannah Storey
Governor	Andrew McFarland

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£ 67,725</b>

Pupil premium carried forward from previous years	<b>£0</b>
<b>Total budget for this academic year</b>	<b>£67,725</b>

# Part A: Pupil Premium Strategy Plan

## Statement of intent

Our vision is to ensure every child thrives academically, socially, and emotionally. We aim to close attainment gaps by delivering high-quality teaching, targeted support, and inclusive opportunities. Our strategy aligns with EEF research and DfE's menu of approaches, focusing on high-quality teaching, targeted academic support, and wider strategies.

### **ENJOYING, ENGAGING and EXCELLING in all learning**

#### **Our vision and values:**

Happy, healthy children, **enjoying** learning for life - surrounded by kind, respectful relationships and **engaging** in rich learning experiences. **Together** we will enable and encourage **ALL** our children to discover their unique gifts of character, talents and abilities. Our children will enthusiastically contribute to society, **excelling** in all they choose to do. They will communicate confidently, listen openly, think critically and question respectfully – our children will be the responsible ***Change-Makers of Our World.***

#### **Context and Barriers**

Our school serves a diverse community with high levels of socio-economic disadvantage. A significant proportion of pupils eligible for Pupil Premium face challenges that can impact their learning and wellbeing. These include:

- **Socio-economic factors:** Limited access to resources and enrichment opportunities outside school, reducing cultural capital and aspirations.
- **Language development:** Some pupils enter school with underdeveloped vocabulary and oral language skills, affecting reading comprehension and writing.
- **Mathematical foundations:** Gaps in number sense and fluency hinder confidence and progression in reasoning and problem-solving.
- **Punctuality:** Persistent lateness disrupts continuity of learning and progress.
- **Social, emotional, and mental health needs:** Increased anxiety, low resilience, and limited self-regulation skills can affect engagement and achievement.
- **Home /school collaboration barriers:** Work commitments, language differences, and limited confidence in supporting learning at home reduce collaborative impact.

These barriers inform our strategic priorities and allocation of Pupil Premium funding to ensure equitable access to high-quality teaching, targeted interventions, and wider support strategies.

The key principles of our strategy follow the latest EEF research, meeting our vision and values for our whole school community.

## Challenges

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

- 1 Language and communication gaps impacting reading/writing
- 2 Limited mathematical fluency and reasoning skills
- 3 Persistent punctuality issues
- 4 Social, emotional, and mental health needs affecting engagement
- 5 Limited access to enrichment and cultural capital
- 6 Barriers to home/school collaboration

Challenge number	Detail of challenge
1  Language and communication gaps impacting reading/writing	<p>Many pupils enter school with limited vocabulary and oral language skills, which affects phonics, reading fluency, comprehension, and writing development. This can lead to slower progress in literacy and reduced confidence in expressing ideas.</p> <p><b>R</b> 3/12 pupils (non- disadvantaged) (Sept 2025 intake) needing Speech and Language support</p> <p><b>R</b> 5/12 (non- disadvantaged) predicted to be emerging not expected at end of academic year (July 2026) for Literacy and Language and Communication</p> <p><b>Y1</b> 2/2 disadvantaged pupils not predicted to achieve expected in reading and writing by end of academic year (July 2026)</p> <p><b>Y2</b> 2/3 disadvantaged pupils not predicted to achieve expected in writing by end of academic year (July 2026)</p> <p><b>Y3</b> 5/9 disadvantaged pupils not predicted to achieve expected in reading and 6/9 in writing by end of academic year (July 2026)</p> <p><b>Y4</b> 3/7 disadvantaged pupils not predicted to achieve expected in reading and 4/7 in writing by end of academic year (July 2026)</p> <p><b>Y5</b> 2/6 disadvantaged pupils not predicted to achieve expected in reading and 4/6 in writing by end of academic year (July 2026)</p> <p><b>Y6</b> 2/5 disadvantaged pupils not predicted to achieve expected in reading and 4/5 in writing by end of academic year (July 2026)</p>
2  Limited mathematical fluency and reasoning skills	<p>Some pupils lack secure number sense and quick recall of number facts, making it difficult to apply number relationships in problem-solving. This impacts their ability to reason mathematically and develop resilience when tackling challenging tasks.</p> <p><b>R</b> 3/12 (non- disadvantaged) predicted to be emerging not expected for maths at end of academic year (July 2026)</p> <p><b>Y1</b> 2/2 disadvantaged pupils not predicted to achieve expected in maths by end of academic year (July 2026)</p> <p><b>Y2</b> 1/3 disadvantaged pupils not predicted to achieve expected in maths by end of</p>

	<p>academic year (July 2026)</p> <p><b>Y3</b> 5/9 disadvantaged pupils not predicted to achieve expected in maths by end of academic year (July 2026)</p> <p><b>Y4</b> 3/7 disadvantaged pupils not predicted to achieve expected in maths by end of academic year (July 2026)</p> <p><b>Y5</b> 3/6 disadvantaged pupils not predicted to achieve expected in maths by end of academic year (July 2026)</p> <p><b>Y6</b> 2/5 disadvantaged pupils not predicted to achieve expected in maths by end of academic year (July 2026)</p>
3 Persistent punctuality issues	<p>Lateness reduces continuity of learning, leading to gaps in knowledge and missed opportunities for intervention. Family circumstances and external factors often contribute to these patterns.</p> <p><b>23/107 pupils 21% (14 x disadvantaged pupils 13%) missed &gt;50mins of learning due to lateness during 2024-2025</b></p>
4 Social, emotional, and mental health needs affecting engagement	<p>Increased anxiety, low resilience, and limited self-regulation skills can affect pupils' ability to engage fully in learning. These needs often manifest as low confidence, behavioural challenges, or withdrawal from classroom activities.</p> <p><b>x8 disadvantaged pupils currently accessing Oasis on a daily basis for SEMH support as they are unable to access the classroom full time.</b></p>
5 Limited access to enrichment and cultural capital	<p>Pupils may have fewer opportunities for experiences beyond school, such as trips, clubs, and cultural activities. This limits their exposure to new ideas, aspirations, and contexts that enrich learning and personal development.</p>
6 Barriers to home/school collaboration	<p>Various external circumstances — such as demanding work schedules, linguistic diversity, or differing levels of familiarity with school-based learning — can make it more challenging to facilitate regular home–school collaboration. These factors may reduce opportunities to work together to support improved outcomes for disadvantaged pupils.</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
Improve reading fluency and comprehension	90% disadvantaged pupils meet/exceed age-related expectations in reading
Develop secure number sense and reasoning	90% of disadvantaged pupils achieve expected standard in maths

Increase punctuality	Disadvantaged punctuality increased
Enhance wellbeing and resilience	Reduction in SEMH referrals; positive pupil voice, TIS motional reports show positive wellbeing and increased 'readiness to learn'. Decrease in negative behaviour reports on Cpoms.
Broaden cultural capital	Disadvantaged pupils participate in ≥ 3 enrichment activities annually, pupil voice shows wider aspirations and knowledge of a variety of career paths.

## 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:

- Oasis Provision Leader/SENCO x 2 days	(£18,140.85)
- Teacher and Learning Lead (Interventions) x 2 days	(£21,018.27)
- Outdoor Learning Lead x 1 day	(£8,411.52)
All of the above equal to 1 full time teacher	£47,570.64
- Boomreader	£171.35
- Phonics resources and RWI training	
Ruth Miskin subscription and CPD	£1140.00
- <b>Fresh Start</b> resources	£Already purchased
-Literacy Gold	£300
-Reading books	£76.40
-Oxford Owl	£160
 -Reading Rocks Subscription Boxes	 £209.88
- Literacy Shed	£330
- Assessments (Mappix)	£600
- TT Rockstars	£270.00
 -The Curiosity Approach -	 £83.64 (£6.97 per month )
<b>Total</b>	<b>£50,911.91</b>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Article 28 – Access to Education</b></p> <p><b>By Summer 2026, increase the proportion of disadvantaged pupils with SEND making accelerated progress so that more achieve or exceed age-related expectations (ARE+).</b></p> <p>Develop and implement personalised SEND curriculum pathways, using tools like Mappix and PIVATS to track progress. Strengthen adaptive teaching through targeted CPD and consistent classroom practice. Deliver focused interventions such as Talk Boost and Precision Teach to improve communication and core skills. Regularly monitor and evaluate impact with subject leaders to ensure effective adaptations and improved disadvantaged and SEND outcomes.</p> <p>Focus on Five planning – teacher to choose 5 disadvantaged pupils (including greater depth pupils) to focus on when planning. They will consider how they will engage those pupils in the learning, what will the outcomes look like and any pre teach/post teach required.</p>	<ul style="list-style-type: none"> <li>- EEF Guidance: <i>Improving Literacy in KS1 &amp; KS2</i></li> <li>- Early Years Framework</li> <li>- Baseline phonics and reading assessments</li> <li>- Speech and Language screening data</li> <li>- Pupil voice on reading confidence</li> <li>- EEF Guidance: <i>Improving Mathematics in KS2 &amp; KS3</i></li> <li>- Termly maths assessment data</li> <li>- Lesson observations (use of manipulatives, reasoning tasks)</li> <li>- Pupil voice on maths confidence</li> <li>- Pupil premium update training with Marc Rowland suggests the 'practitioner is the intervention' – disadvantaged pupils who work with the teacher consistently/daily make greater progress.</li> </ul>	1,2,4,5
<p><b>Article 12: Respect for the Views of the Child</b></p> <p><b>Activate the voice of the child so that SEND pupils feel heard, valued, and able to contribute meaningfully to decisions that affect their learning and school experience.</b></p> <p>Establish structured opportunities for disadvantaged &amp; SEND pupil voice through regular forums and learning conversations, ensuring their feedback shapes provision and planning. Embed pupil perspectives within EHCP reviews and target-setting using accessible communication methods. Deliver CPD to staff on promoting meaningful participation and adaptive communication. Integrate pupil choice and reflection into everyday classroom practice. Monitor and evaluate the impact of pupil voice on teaching and school improvement, sharing outcomes with staff and governors.</p>		3, 4

<p><b>Article 28 &amp; 29 Access to Education. Aims of Education</b></p> <p><b>Ensure all disadvantaged pupils demonstrate secure and fluent recall of age-appropriate number facts to support confident application in reasoning and problem-solving</b></p> <p>The school will embed daily number fluency practice across all year groups, supported by targeted interventions and staff training to develop recall and automaticity. Progress will be monitored through regular assessment, with parents engaged through resources and clear communication to reinforce learning at home.</p>	<ul style="list-style-type: none"> <li>- EEF Guidance: <i>Improving Mathematics in KS2 &amp; KS3</i></li> <li>- Early Years Framework</li> <li>- Termly maths assessment data</li> <li>- Lesson observations (use of manipulatives, reasoning tasks)</li> <li>- Pupil voice on maths confidence</li> <li>- Maths Mastery programme research</li> </ul>	2
<p><b>To ensure all disadvantaged pupils have secure and confident reading fluency to support comprehension and learning of the wider curriculum.</b></p> <p>The school will maintain daily reading fluency practice across all year groups, supported by targeted interventions and staff training to develop fluency. Progress will be monitored through regular assessment, with parents engaged through resources and clear communication to reinforce learning at home.</p>	<ul style="list-style-type: none"> <li>- Evidence shows that daily reading-fluency practice, combined with targeted interventions and staff support, improves accuracy, speed, and prosody, which in turn enhances reading comprehension and access to the wider curriculum. Structured fluency programmes are particularly effective for disadvantaged pupils and those with reading difficulties, helping narrow attainment gaps. Parent engagement further reinforces learning at home (EEF, 2023; PMC, 2016; PubMed, 2017; DoAJ, 2023).</li> <li>- Baseline phonics and reading assessments</li> <li>- Pupil voice on reading confidence</li> </ul>	
<p><b>Article 29 – Aims of Education</b></p> <p><b>Deliver a broad, active, and inclusive Personal Development Programme embedded across the curriculum, enabling all disadvantaged pupils to build confidence, resilience, respect, and a strong sense of belonging.</b></p> <p><b>Broaden Experiences:</b> Guarantee all pupils access enriching arts, music, sport, and cultural experiences.</p> <p><b>Embed Rights and Pupil Voice:</b> Strengthen RRS principles through pupil leadership roles and clear progression of responsibility across</p>	<ul style="list-style-type: none"> <li>- Broad personal development programmes, incorporating arts, music, sport, careers education, and cultural enrichment, enhance pupils' confidence, resilience, and sense of belonging, particularly for disadvantaged pupils (EEF, 2021; PMC, 2023). Embedding pupil voice and rights-based approaches strengthens engagement and social-emotional learning, while tailored careers guidance and community partnerships</li> </ul>	4,5

<p>year groups.</p> <p><b>Empower Pupil Involvement:</b> Use pupil voice and wellbeing data to shape and evaluate the personal development curriculum.</p> <p><b>Raise Aspiration:</b> Expand engagement with Cradle to Career and The Brilliant Club to extend academic challenge and future opportunities.</p> <p><b>Integrate Careers Education:</b> Embed careers learning across the curriculum, linking knowledge to real-world applications and future pathways.</p> <p><b>Personalise Support:</b> Tailor careers guidance to reflect each pupil's needs and ambitions, ensuring inclusivity for SEND and disadvantaged pupils.</p> <p><b>Strengthen Partnerships:</b> Build links with local employers, further education, and community partners to provide authentic learning experiences.</p> <p><b>Evaluate Impact:</b> Monitor participation, wellbeing, and pupil feedback; include personal development in learning walks and reviews.</p>	<p>improve aspirations and future pathways (Ofsted, 2025; GOV.UK, 2023). Evidence shows that such approaches support wellbeing, motivation, and positive academic outcomes.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

<ul style="list-style-type: none"> <li>- Teacher- Intervention groups, Maths and Freshstart</li> <li>- Oasis Lead/ SENCO - additional responsibilities</li> <li>- Additional LSA time to support Nurture, ASD</li> <li>- TIS – motional assessments</li> </ul>	<p>£as above</p> <p>£as above</p> <p>£</p> <p>£439.90</p>
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**£439.90**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Article 3 – Best Interests of the Child</b></p> <p><b>Providing tailored Oasis provision ensures that decisions and support for disadvantaged pupils with complex needs prioritise their wellbeing, emotional regulation, and access to learning.</b></p>	<ul style="list-style-type: none"> <li>- Pupil wellbeing surveys</li> <li>- TIS - Motional reports</li> <li>- SEMH referral data</li> <li>- Behaviour logs and exclusion data</li> </ul>	<p>1,2,3,4,5</p>

<p>Provide targeted, coordinated pastoral support to meet individual pupil needs, strengthen staff wellbeing and capacity, and ensure clear communication between staff, parents, and external agencies to promote pupils' emotional regulation and access to learning.</p>	<ul style="list-style-type: none"> <li>- EEF report on <i>Social and Emotional Learning</i></li> </ul>	
<p>Pupil Support via EMHP – Emotional Mental Health Practitioner Oasis Lead – Includes Emotional literacy support/ Zones of Regulation/ TIS motional assessments ASD champion LSA to support emotional literacy development</p>	<ul style="list-style-type: none"> <li>- EEF social and emotional learning, improving interaction with others and self management of emotions -impacting on attitudes to learning and social relationships in school, which increase progress in attainment</li> <li>- Trauma Informed School</li> </ul>	
<p><b>Article 28 &amp; 29 Access to Education. Aims of Education</b> <b>Ensure all disadvantaged pupils demonstrate secure and fluent recall of age-appropriate number facts to support confident application in reasoning and problem-solving</b></p>	<ul style="list-style-type: none"> <li>- EEF Guidance: <i>Improving Mathematics in KS2 &amp; KS3</i></li> <li>- Early Years Framework</li> <li>- Termly maths assessment data</li> <li>- Lesson observations (use of manipulatives, reasoning tasks)</li> <li>- Pupil voice on maths confidence</li> <li>- Maths Mastery programme research</li> </ul>	2
<p>The school will embed daily number fluency practice across all year groups, supported by targeted interventions and staff training to develop recall and automaticity. Progress will be monitored through regular assessment, with parents engaged through resources and clear communication to reinforce learning at home.</p>		
<p><b>To ensure all disadvantaged pupils have secure and confident reading fluency to support comprehension and learning of the wider curriculum.</b></p> <p>The school will maintain daily reading fluency practice across all year groups, supported by targeted interventions and staff training to develop fluency. Progress will be monitored through regular assessment, with parents engaged through resources and clear communication to reinforce learning at home.</p> <p>Teacher employed across the school to support learning, specifically reading comprehension, Maths interventions and reading fluency.</p> <p>Structured interventions including Fresh Start and RWInc 1:1 tutoring.</p>	<ul style="list-style-type: none"> <li>- Evidence shows that daily reading-fluency practice, combined with targeted interventions and staff support, improves accuracy, speed, and prosody, which in turn enhances reading comprehension and access to the wider curriculum. Structured fluency programmes are particularly effective for disadvantaged pupils and those with reading difficulties, helping narrow attainment gaps. Parent engagement further reinforces learning at home (EEF, 2023; PMC, 2016; PubMed, 2017; DoAJ, 2023).</li> </ul>	

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

Budgeted cost:

- Additional Sporting Opportunities via curriculum	£Sports Premium
- £100 credit: uniform, trips, extra-curricular bespoke	£3600
- Music Therapy	£1,837.50 (ongoing)
-	£Curriculum spend
- Art Provision	£Curriculum
- RRS membership	
- TIS membership + Motional assessments	
- Behaviour - RJ whole school + Yr6 Leaders+Transition	£600
- Yr 6 CHANGE-MAKERS – Hoodies + resources	£82.50
- RJ Step-Up training for Yr5	£900
- Team Teach Training for all teachers	£2064.96
- Educational Psychologist	£2,946 (SLA)
- Educational Mental Health Practitioner	
- Breakfast Club Provision (staffing) specifically to support disadvantaged children who have persistent lateness and are at risk of PA	£1302.60 (1/2 per day x39 weeks)
- Barnardos	
CPOMS -	£770.07
Challenge Partners –	£3650.00
RJ Working –	£722.00 (Renewal & Membership)
	<b>£18,475.63</b>

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><b>Article 18 – Responsibility of parents</b></p> <p><b>To increase disadvantaged pupils punctuality.</b></p> <p>Headteacher time – daily meet and greet Breakfast Provision provided to encourage punctuality</p> <p>Yawn to Yey wake up session as children arrive to school. Music and exercise to start the day and welcome children – a positive start to the school day</p>	<ul style="list-style-type: none"> <li>-School attendance data (SIMS/CPOMS)</li> <li>- DfE guidance on improving attendance</li> <li>- Records of parental engagement and attendance mentoring</li> <li>- Impact reports from attendance interventions</li> <li>-Attendance data.</li> <li>-The Department for Education (DfE) published research in 2016 which found that: <ul style="list-style-type: none"> <li>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</li> <li>Pupils with no absence are 1.3 times more likely to achieve age related expectations, than pupils that missed 10-15% of all sessions</li> <li>-Headteacher relationship building with the community - in person via informal conversations to encourage punctuality and attendance– Restorative Justice research.</li> <li>-Free breakfast offer for targeted disadvantaged children has been a successful strategy in the past – ensures children are ready to learn at the start of the day – punctual and fed.</li> <li>- Yawn to Yey wake up session as children arrive to school. Music and exercise to start the day and welcome children – positive feedback children enjoy and are keen to engage – a positive start to the school day.</li> </ul> </li> </ul>	3
<p>Staff development via art projects and music development via Cornwall Music Service.</p> <p>Music specialist – 2 days</p> <p>TIS – LSA hours (pm sessions)</p>	<ul style="list-style-type: none"> <li>- Trauma Informed School – to increase brain development and creativity. Improve memory and apply new skills across the curriculum.</li> </ul>	

<p>Children to attend residential and school trips (50% off )</p>	<ul style="list-style-type: none"> <li>- Pupil survey reflecting a greater sense of belonging, community, enjoyment and engagement</li> <li>- EEF outdoor adventure learning shows positive benefits on academic and learning and self confidence</li> </ul>	
<p>Children to attend after school clubs and sports events- prioritise children who are entitled to Pupil Premium and encourage attendance by providing transport/ resources.</p>	<ul style="list-style-type: none"> <li>- Pupil survey reflecting a greater sense of belonging, enjoyment and engagement and friendship building</li> <li>- EEF sports/outdoor participation increases educational engagement and attainment</li> </ul>	
<p>Cultural capital experiences promoted within the curriculum + funding available to disadvantaged children to pursue specific talents out of school offer eg. Music sessions, riding lessons.</p>	<ul style="list-style-type: none"> <li>- The 2025 Ofsted framework values a broad curriculum that builds cultural capital and supports disadvantaged pupils. Enrichment and funded experiences promote engagement; creativity and communication while helping pupils feel they <b>actively belong</b> within the school community. This approach shows strong commitment to inclusion, equity and holistic development.</li> <li>- Research indicates that enrichment and cultural-capital activities, such as music, arts, and extracurricular experiences, can boost academic attainment, engagement, motivation, and well-being, particularly for disadvantaged pupils. Benefits are strongest when sustained and embedded in the curriculum (EEF, 2021; Cultural Learning Alliance, 2025; PubMed, 2023).</li> </ul>	

**Total budgeted cost: £69,827.44**

## 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.

Intended Outcome	Outcome																													
<b>Attainment in Maths and Writing – reduce the gap between children who are entitled to PP and those who are not.</b>	<p><b>Success Criteria</b></p> <p>At least 75% of children with Pupil Premium</p> <ul style="list-style-type: none"><li>- Achieve 100+ scaled score in Y6 statutory assessments (reading, maths, SPAG)</li><li>- Achieve the expected standard in writing in Y6</li></ul> <p>Data gap between those who are disadvantaged and those who are not closes.</p> <p><b>Outcomes</b></p> <p><b>Progress and Attainment:</b></p> <ul style="list-style-type: none"><li>• End of year outcomes for Year 6 2025 were above National for all areas including <b>10% above National for RWM combined</b>.<ul style="list-style-type: none"><li>- <b>Reading 78%</b> (National 75%)</li><li>- <b>Writing 78%</b> (National 72%)</li><li>- <b>GPS 83%</b> (National 73%)</li><li>- <b>Maths 78%</b> (National 74%)</li><li>- <b>KS2 Combined (RWM) 72%</b> (National 62%)</li></ul></li></ul> <p><b>Disadvantaged and non-disadvantaged comparison</b></p> <table border="1"><thead><tr><th rowspan="2"></th><th colspan="2">National 2025</th><th colspan="2">School 2025</th></tr><tr><th>Disadvantaged</th><th>Non-disadvantaged</th><th>Disadvantaged (11)</th><th>Non-disadvantaged (7)</th></tr></thead><tbody><tr><td><b>Reading</b></td><td>63%</td><td>81%</td><td>73% (GDS 36%)</td><td>100% (GDS 57%)</td></tr><tr><td><b>Writing</b></td><td>59%</td><td>78%</td><td>64% (GDS 18%)</td><td>86% GDS 14%)</td></tr><tr><td><b>Maths</b></td><td>61%</td><td>80%</td><td>55% (GDS 45%)</td><td>100% (GDS 71%)</td></tr><tr><td><b>SPaG</b></td><td>60%</td><td>79%</td><td>73% (GDS 9%)</td><td>100% (GDS 71%)</td></tr></tbody></table> <ul style="list-style-type: none"><li>• <b>There remains variable gaps in attainment between disadvantaged and non-disadvantaged children</b></li></ul>		National 2025		School 2025		Disadvantaged	Non-disadvantaged	Disadvantaged (11)	Non-disadvantaged (7)	<b>Reading</b>	63%	81%	73% (GDS 36%)	100% (GDS 57%)	<b>Writing</b>	59%	78%	64% (GDS 18%)	86% GDS 14%)	<b>Maths</b>	61%	80%	55% (GDS 45%)	100% (GDS 71%)	<b>SPaG</b>	60%	79%	73% (GDS 9%)	100% (GDS 71%)
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- A reading and writing rich environment and culture is embedded within and across the school. This lays strong foundations to support children's progress in reading, writing and the wider curriculum.
- The school has achieved Gold status for Rights Respecting Schools approach and this is making writing real for our children, giving writing meaning, purpose and relevance to local and global issues
- Our Year 6 teacher and SLT member is a writing moderator for the county. She is fully trained and undertaking moderation across different schools
- The school's curriculum is now embedded with all foundation subjects securely in place and curriculums adapted for mixed age classes to ensure continuity and progression for the next academic year.
- All PP children passed the PSC (3/3)
- MTC results - children achieved highest scores to date (continued focus on Multiplication continues to support all children with multiplication knowledge)
- First GRT pupil to achieve EXS in all subjects - received intervention throughout years 4-6 for Reading and in class support throughout Y6.
- SEND outcomes in reading have improved across school
- GDS outcomes across school do not always reflect the high yr6 GDS outcomes – This is an expectation to explore, to ensure all classes are Enjoying, Engaging and Excelling to reach the highest outcomes possible.

### **Teaching + Learning and Curriculum**

- Rebecca Hallett from the EP service delivered teacher training on neuroaffirming approaches to support learners with a range of neurodivergent needs - widening teacher's knowledge
- Space STEM competition entered at Redruth School for Y5 group of pupils - they won the overall competition - increased confidence in public speaking and presentation skills.
- The first Coaching 'Learning Set' session focused on adaptive teaching with teachers exploring strategies to enable greater access to the curriculum.

## Success Criteria

At least 80% of children

- Pass the Y1 phonics screening
- achieve GLD

## Data Outcomes

### **EYFS – Good Level of Development – Final outcomes 2025 (nb. small cohort)**

- 7/10 children assessed as achieved a Good Level of Development (GLD) – 70%
- 0/2 children with SEND achieved a GLD – 0%
- 0/2 children who are entitled to receive PP achieved a GLD – 0%
- 7/8 children who do not receive the PP achieved a GLD – 87.5%

### **Year 1 and Year 2 Phonics Screening Check – Final outcomes 2025 (nb. small cohort)**

#### Year 1

- 8/9 children passed the PSC – 89%
- 1/2 children with SEND passed the PSC - 50%
- 3/3 children who are entitled to receive the PP passed the PSC - 100%
- 5/6 children who do not receive the PP passed the PSC – 83%

#### Year 2

- 0/3 children who undertook the PSC retake this year passed – 0%
- All 3 children have SEND and high intersectionality of need – they are working on small steps pathways including Phonics and bespoke support packages including access to Nurture provision measured by Motional assessments
- 1 child is currently dual-registered and undertook the PSC at the other setting

## Evidence based intervention outcomes

- Fresh Start for targeted KS2 children - 100% of pupils (9) made progress with fluency and moved through the programme. Reassessed for September 2025 with new target pupils identified.
- Fluency intervention – bridging the gap between phonics and fluency for targeted year 2/3 children – targeted daily in class fluency support (pre teach-post teach) used successfully to increase fluency and improve reading outcomes.
- Literacy Gold for targeted KS2 children who present with difficulties and differences with a wide range of skills needed for reading and writing.
- All Year 3 children screened for literacy difficulties to target specific interventions/provision – This identified specific barriers and needs and allowed interventions/adaptations to be put in place to support learning. Examples include: visual now and next boards for those with working memory difficulties; visual reminders of tasks on the board which support all children and talking tins to record sentences to support working memory in writing.
- 1:1 Read Write Inc. tutoring in place for EYFS and KS1 children – see

- results above for impact
- KS2 pre and post teach maths interventions using WRM resources – see results above for impact

### **Overall impact statement**

The data demonstrates that the consistent approach of using a qualified teacher to deliver high quality intervention has had a significant impact of the percentage of pupils closing the gaps and achieving ARE+ at the end of KS2, however the gap still remains and further actions are required to close the gap between disadvantaged and non-disadvantaged pupils.

### **Actions:**

**Focus on adaptation and intervention for disadvantaged and SEND in fluency in maths and reading in order to support their learning in the wider curriculum and close attainment gaps between disadvantaged and non-disadvantaged pupils.**

<p><b>2.Oracy -</b>  Children who are entitled to Pupil Premium can be less confident in oral language. This impacts on reading and writing and communication - less confidence when speaking, less able to answer questions, asking questions. The school recognises how important oral literacy affects future chances.</p>	<p><b>Success Criteria:</b></p> <p>Children who are entitled to Pupil Premium are able to: - Speak in sentences – scaffolded support with sentence stems - Answer questions in a coherent, articulate and audible manner - Ask questions - Articulate their learning and thoughts - Participate in discussions about topics covered in assembly, RRS, related to virtues and imagery - Talk about any educational visits and make links to classroom learning- current and prior - Engage in conversations with adults about learning and engage with feedback</p> <p><b>Outcome:</b></p> <p>Assessments, monitoring and observations indicate improved oracy among Disadvantaged pupils - Pupils are able to talk more confidently about their learning when sharing their answers and ideas. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice and monitoring.</p> <p><b>2024/2025 – Oracy is embedded and informs and supports writing outcomes.</b></p>
<p><b>3. Mental well-being and resilience around learning</b></p> <p>- all children are who are disadvantaged attend school regularly and are active participants in all aspects of school life (trips, clubs). Children who are disadvantaged approach their learning with confidence and resilience, equipped to overcome challenge.</p>	<p><b>Success criteria</b></p> <p>-Girls report feeling confident to engage with activities beyond the curriculum; taking safe 'risks' to explore new opportunities. Teachers report girls demonstrate levels of engagement with learning beyond the compliant – they are confident, proactive learners who contribute. This sits within our Rights Respecting Schools approach.</p> <p>- All children attend school consistently and report feeling safe and happy to do so</p> <p>- Staff are aware of the early signs of EBSA through training and CPD and can implement strategies to avoid these alongside continued implementation of our Respectful Relationships policy</p> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>- See Ofsted report – Jan 2025</li> <li>- Children report feeling safe in school due to school, playground and class charters in place.</li> <li>- Children use the language of the rights in day-to-day conversation with peers - reminding each other of articles in line with behaviours.</li> <li>- RRS conference at Country Hall - voice of children/school heard and responded to. Overall RRS ethos in place. Children across year groups spoke at Cornwall Council, as part of the climate conference. This enhanced the pupil's confidence in knowing and understanding their rights. Pupils felt that their voices were heard and the campaigning had a purpose. Children referencing RRS articles in end of year pupil</li> </ul>

	<p>reports.</p> <ul style="list-style-type: none"> <li>- Successful Year 4/5 Camp - children building confidence, resilience, teamwork and friendships</li> <li>- Year 6 residential successful - resilience, teamwork, taking risk outside of their comfort zone. Widening range of strategies to implement to support greater access to reading, writing and maths.</li> <li>- Gardening, Classroom Games, Science and Task Master clubs - providing further opportunities for child development and engagement in learning.</li> <li>- Adventure Learning Week 2025 - Beach days, first aid, surf days, cooking, sleepovers, art, science - Impact = positive parent and pupil voice gathered. Children report an increase in resilience - many who initially did not engage using it as an example of enjoying and excelling on school report. Year 4 water confidence on surf days directly linked to school swimming sessions earlier in the year</li> <li>- RJ transition sessions helped support self advocacy, self-esteem and dealt with worries about secondary school and finding solutions.</li> </ul> <p><b>Redruth Secondary School headteacher reported all new Y7 intake from St Day and Carharrack School had settled well in the first few weeks of starting secondary education.</b></p> <p>-</p>
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#### 4.Attendance

Whole School focus remains on improving attendance for all children. Due to high pupil mobility with in year admissions – children join us mid year with challenging and complex circumstances – including EBSA, EHE children, from/to

Alternative Provision, waiting for specialist provision.

Attendance data fluctuates particularly for one vulnerable group (with 5 of 7 pupils in severe absence).

Headteacher works with external groups within the community, including RJ to support attendance but external services waiting lists can often remain the challenge.

#### Success Criteria

The attendance of children who are entitled to Pupil premium is in line with or greater than children who are not pupil premium (National average is 96%)

- Target families have termly meetings with Headteacher and EWO to meet clearly defined targets and expectations.
- PP children want to be in school, care about missing learning and are supported to catch up and keep up.

#### Outcomes

##### 2024-2025 Attendance

Whole School	Percentages
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	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Free School Meals	45	95.46	3.96	0.58
No Free School Meals	72	95.89	3.48	0.63
Pupil Premium	39	95.34	4.16	0.49
Not Pupil Premium	78	95.93	3.40	0.67

#### **The school has closed the gap for attendance between children with Pupil Premium and children without Pupil Premium.**

Parents of disadvantaged children are knowledgeable about attendance and the impact on learning outcomes and well-being – This is shared with all families – in person and newsletter updates. Support packages and close monitoring are in place.

Families have termly meetings with Headteacher and EWO to meet clearly defined targets and expectations. – Disadvantaged children want to be in school, care about missing learning and are supported to catch up. - Bespoke intervention for EBSA including Nurture provision. Bespoke intervention for GRT.

- Identified families are supported with attendance packages before falling into PA or consistent absence. eg. 5 families – all disadvantaged – offered breakfast provision to improve attendance, learning and well-being and to avoid 'minutes' lost at the start of each day.
- Well-being improved and learning gains achieved.

#### Outcomes

##### **Attendance in the summer term for all groups of children has been above national average. This includes attendance figures for our group of learners with SEND.**

<p><b>5. The impact of ever-increasing budget constraints are minimised in relation to curriculum opportunities – trips/visits/intervention/nurture support/enhancement to remain a priority for our children</b></p>	<p><b>Success criteria</b> Carefully chosen evidence-based interventions to support reading, writing and maths have impact. Data evidences this.</p> <ul style="list-style-type: none"> <li>- Carefully selected – best value trips and visits which complement the curriculum and aid personal development</li> <li>- Nurture support to be specifically targeting the needs profile of the school for 2024-2025 and ensuring it aligns with whole school approaches (TIS/Zones/RRS/Emotion Coaching/RJ)</li> </ul> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>- Nurture provision in place supporting targeted need across the school. Dynamic and flexible staffing allowed for trips/visits and enhancements to remain in place for our children.</li> <li>- A Challenge Partners QAR took place in November; the experience was extremely positive and supportive - please see report.</li> <li>- An 'Area of Excellence' was accredited by Challenge Partners; this went beyond the original proposed AoE and extended to the whole school culture that has been created through the persistent drive to embed the school's vision and values. In particular, this was centered around school's inclusion strategies which spread across all aspects of the local community.</li> <li>-</li> </ul>
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## Externally provided programmes

*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
Rights Respecting School	UNICEF
Restorative Justice	RJ
Trauma Informed Schools	TIS

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We received £1,240 total for 4 children- this was put together with the total disadvantaged funding</p> <p>Data scrutinised to address individual needs, support provided to meet end of year expectations.</p>
What was the impact of that spending on service pupil premium eligible pupils?	Service children achieved or exceeded age related expectations.

## Further information (optional)

*We actively advantage all our children through an engaging curriculum offer in line with our Vision and Values – for everyone to Enjoy, Engage and Excel in their learning.*

*We are proud to be a Rights Respecting School (achieving Silver Award in 2023), Trauma Informed and actively encourage Restorative Justice approaches (achieved RJ status 2023, 2024) to ensure every child is listened to, heard and supported.*

*We use EEF evidence to improve and embed effective practice around feedback.*

*We have an EMHP and trained Deputy as a senior mental health lead- supporting well-being and effective collaboration with our families.*

*We have invested in and retained a skilled intervention teacher for timely support to rapidly close gaps in learning with research based interventions measuring starting and end points,*

*Nurture provision evolves to meet bespoke needs ensuring our children have social and emotional needs met in order to then access learning-building their confidence and resilience.*

*EEF implementation guidance has been used to access, plan, review and develop our disadvantaged strategy – repeating successful strategies that work for our community.*

*This framework will be reviewed yearly, adjusted over the three years to secure the best outcomes for our children.*