Chacewater School

Vision statement

Primary Disadvantage Strategy

Academic Year 2025-2028

Truro & Penwith Academy Trust

Pupil Premium Strategy Statement

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

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

School overview

Detail	Data
School name	Chacewater School
Number of pupils in school	202 (2026 - 194)
Proportion (%) of pupil premium eligible pupils	14% (29 disadvantaged) 22% (42 disadvantaged, including expanded FSM)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025-2028
Date this statement was published	25/11/25
Date on which it will be reviewed	25/11/26
Statement authorised by	D J Hick
Pupil premium lead	David Hick
Governor / Trustee lead	Paul Deakin

Funding overview

Detail	Amount 2025-2026	Amount 2026-2027	Amount 2027-2028
Pupil premium funding allocation this academic year	£53,700	£52,499	
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	£53,700	£52,499	

TPAT approach to supporting disadvantaged pupils:

Addressing disadvantage is not about supporting pupils to 'escape' their lives. It is about ensuring they have agency and choice and access to opportunity to make a positive contribution. (to school and community). As a trust we are committed to ensuring that our strategy raises the outcomes for our pupils from disadvantaged backgrounds. In writing this paper guidance has been taken from the EEF research, the DFE approach to pupil premium and OFSTED. The DFE highlights a 3-tier approach which our trust strategy is based on. All the initiatives that we suggest supporting schools are based on research which is evidenced below.

Part A: Pupil premium strategy plan

Statement of intent

At our school, our aim is to ensure that every pupil, regardless of their background or the challenges they face, makes strong progress and reaches high standards in all areas of learning. The focus of our Pupil Premium strategy is to provide targeted support for disadvantaged pupils, helping them to achieve this goal, while also ensuring that even our highest achievers continue to make progress.

We understand that some pupils face additional challenges, such as those with a social worker or young carers, and we are committed to providing the support they need to overcome these barriers. Our approach is designed to meet the needs of all our pupils, ensuring that they are given every opportunity to succeed, regardless of their circumstances.

Our approach is designed to support all pupils, whether disadvantaged or not, with a focus on high-quality, 'quality-first' teaching. This ensures that disadvantaged pupils receive the specific support they need, helping to close the attainment gap while benefiting all pupils. Our strategy is based on robust diagnostic assessments, addressing both common challenges and individual needs. By focusing on targeted interventions and continuous support, we aim to sustain and improve the progress of both disadvantaged and non-disadvantaged pupils. Each approach we adopt complements the others, working together to help all pupils achieve their full potential.

To ensure they are effective we will:

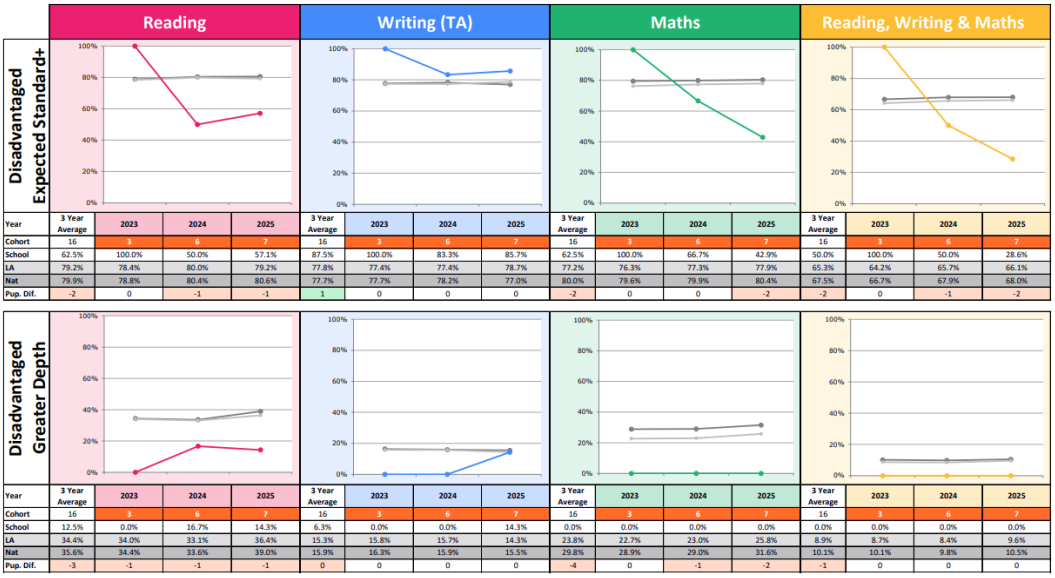
- *adopt a whole school approach in which all staff take responsibility for disadvantaged pupil outcomes and raise expectations of what they can achieve.*
- *Act early to provide support once a need has been identified.*
- *close the attainment gap between pupil premium and their peers.*
- *Address non-academic barriers to attainment such as attendance, behaviour and cultural capital.*
- *Ensure that the Pupil Premium grant reaches pupils who need it the most, with the recognition that not all students who are socially disadvantaged are registered or qualify for free school meals*

Challenges

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

	Detail of challenge
1	**Attainment**

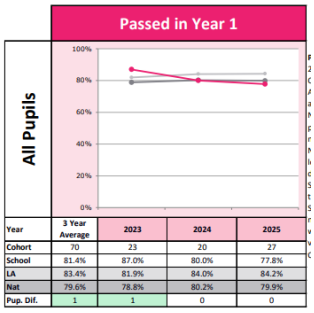
KS2 attainment over time			
Reading			
	National Exp+	All	Pupil Premium
2023	73%	86%	100%
2024	74%	70%	50%
2025	**75%**	**70%**	**57%**
Writing			
2023	71%	97%	100%
2024	72%	77%	83%
2025	**72%**	**93%**	**71%**
Maths			
2023	73%	93%	100%
2024	73%	70%	67%
2025	**74%**	**82%**	**43%**



KS2 outcomes:

3 year average for RWM is below both LA and national. This this is the same in the specific subjects of reading and maths.

Phonics Screening:



Year	3 Year Average	2023	2024	2025
Cohort	70	23	20	27
School	81.4%	87.0%	80.0%	77.8%
LA	83.4%	81.9%	84.0%	84.2%
Nat	79.6%	78.8%	80.2%	79.9%
Pup. Dif.	1	1	0	0

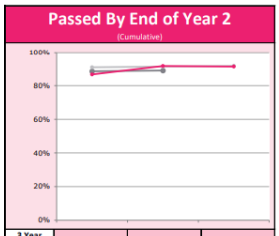


Year	3 Year Average	2023	2024	2025
Cohort	9	2	3	4
School	88.9%	100.0%	100.0%	75.0%
LA (other)	86.7%	85.4%	87.3%	87.3%
Nat (other)	83.3%	82.6%	83.8%	83.4%
Pup. Dif.	0	0	0	0

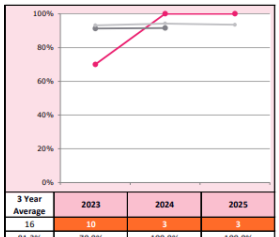
Phonics data for disadvantaged children is strong (although small cohorts) with the three year average above the LA and national comparisons.

- 2023: 100%
- 2024: 100%
- 2025: 75%

Recheck data is also strong at the end of Y2:



3 Year Average	2023	2024	2025
77	30	24	23
89.6%	86.7%	91.7%	91.3%
91.3%	90.9%	91.4%	91.7%
88.8%	88.6%	89.0%	-
0	0	0	-



3 Year Average	2023	2024	2025
16	10	3	3
81.3%	70.0%	100.0%	100.0%
93.6%	93.1%	94.2%	93.5%
91.4%	91.3%	91.5%	-
-1	-2	0	-

Priority group is the children who did not pass the recheck in Y2 (now current Y5).

2	**Attendance and Punctuality** **2024-2025** • Data: Attendance for all 2024/2025: 94.6% • Attendance for children who in receipt of Pupil Premium funding: 92.72% • Attendance for children who are not in receipt of Pupil Premium funding 95.02% • % of children who are in receipt of Pupil Premium funding who are persistently absent: 20.6% • % of children who are in receipt of Pupil Premium funding who need support with punctuality: 12% Although overall attendance is good, there is a gap between Pupil Premium children (92.7%) and their non-Pupil Premium peers (95%). There are challenges surrounding individual families which can add complexity, such as those from traveller communities or children who are looked after or previously looked after. As a school, we need to continue to offer support and help these families engage with both our support and that offered by external agencies. We will also continue to utilise the academy trust's tiered approach to managing attendance and the support provided by the trust Education Welfare Officer (EWO).
3	**Parental engagement and support** Data: 70 - 80% of parents of children who are in receipt of Pupil Premium funding attend progress meetings in Autumn, Spring and Summer term The above percentage is similar to parents/carers of children who are in receipt of Pupil Premium who routinely attends our open learning sessions e.g. History Day. We are concerned that there is a consistent minority of parents/carers who do not engage with the school actively in either more open community events or learning support events, such as phonics meetings. There is a cross over with these families and children who also have a SEND need.
4	**Speech and Language skills (including oracy and vocabulary)** We are concerned that there is a number of children Number of children who are in receipt of Pupil Premium funding scored XXX using Language Screening Toolkit, Number of children being involved with Speech and Language Therapist, *This is not cohort specific. We have seen a decline in the percentage of pupils entering EYFS in speaking and listening.* *Some children who are eligible for Pupil Premium funding have reduced breadth of vocabulary e.g. on entry to EYFS. They face significant vocabulary gaps and underdeveloped oracy skills, limiting their ability to engage with the curriculum, express ideas confidently and achieve their academic potential.*

4	**Experiences to broaden social/cultural capital and aspiration** Data: Number of children who in receipt of Pupil Premium funding who are sustaining accessing clubs, trips and residentials, visits to Museums, Galleries, Theatres is at risk of being below those children who are not in receipt of Pupil Premium Funding. *Pupil conferencing has identified that some children who are entitled to Pupil Premium funding may face multiple barriers which limit their aspirations about their future careers. Children's views also reveal that they may struggle to make links between what they learn in school and the world of work.* *Through pupil conferencing, children have articulated that they would like to attend more after school clubs, but there are barriers such as transport, multiple siblings and cost*

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 Children who are pupil Premium have a combined measure at end of KS2 which increases year on year	Internal and external data will evidence incremental increases in attainment for pupils eligible for Pupil Premium: - By the end of 2025/2026, all year groups will achieve 66% in RWM - By the end of 2026/2027, all year groups will achieve 64% in RWM - By the end of 2027/2028, all year groups will achieve 75% in RWM - By the end of 2025/2026, all year groups will achieve 90% in phonics - By the end of 2026/2027, all year groups will achieve 90% in phonics - By the end of 2027/2028, all year groups will achieve 90% in phonics Our target will be for all children to have passed the phonics screening check by the end of Y2. • Mastering Number embedded across the whole school to support mathematical fluency. • CPD for staff to further development the teaching of reasoning and problem solving in maths. • Approaches to the teaching of reading refined – combing benefits of AR, alongside precise teaching of reading comprehension. 60 second speed reads used to support reading fluency. • Fresh Start programme used as a reading intervention to close any existing phonics gaps. • Approaches to the teaching of writing further developed in line with the writing framework. Termly pupil progress meetings support key stakeholders in tracking attainment and putting in further support/intervention if required.

	Monitored by LMC, SLT, Data leader in half termly progress meetings
Challenge 2 Children who are Pupil Premium attend school as often as children who are not entitled to Pupil Premium	• Attendance for both non-PP children and PP children will be above 95% and at least in line with national averages. • The number of children who are Pupil Premium who are persistently absent is less than 12% • There will be less than 10% of children who are eligible for Pupil Premium who are recorded as regularly arriving late for school. • There will be a reduced number of pupils eligible for PP at Tier 1 of the Attendance Strategy. • There will be a reduced number of disadvantaged families receiving fixed penalty notices. *Monitored by Attendance Officer and SLT in fortnightly meetings*
Challenge 3 **Support from home** Parents of children who are PP are involved in the school community and attend events	• **Increase parental engagement in learning workshops** *Target:* More than **60%** of parents attend workshops led by school staff to support and promote academic learning. • **Ensure full participation in progress meetings** *Target:* **100%** of parents of children in receipt of Pupil Premium funding attend scheduled progress meetings. • **Proactive communication** School staff will contact parents of children in receipt of Pupil Premium funding **in advance of any event** to encourage attendance and address potential barriers. • **Barrier identification and removal** The school will identify and address barriers to engagement, ensuring the setting is accessible and welcoming for all families. *Monitored by SLT / PP lead*
Challenge 4 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	• **After-School Clubs** *Target:* **100%** of children in receipt of Pupil Premium funding attend at least one weekly after-school club with sustained participation. *Action:* Spaces are reserved for these pupils, and teachers contact parents promptly to encourage engagement. PD tracker is in place so we can monitor participation in extra-curricular activity. • **Residential Experiences** *Target:* **100%** of children in receipt of Pupil Premium funding attend at least one residential during their time at school. *Action:* Spaces are reserved, and staff proactively contact parents to secure participation. Financial support is in place if required for these families. • **Leadership Roles** *Target:* **100%** of children in receipt of Pupil Premium funding hold a leadership role during their time in school (e.g. Reading Leaders, Pupil Parliament, Class Monitors, Y6 Jobs).

	Action: Staff provide support for presentations, speeches, and leadership responsibilities. • **Budget Allocation** Funding is allocated to ensure access to wider opportunities for all Pupil Premium pupils. • **Personal Development Curriculum** The curriculum is well-sequenced, published on the school website, and referenced during meetings with parents of Pupil Premium pupils. • **Cultural Capital & Enrichment** *Target:* **100%** of children in receipt of Pupil Premium funding participate in mapped visits to museums, galleries, theatres, and enrichment programmes, including visitors to school. *Action:* See Personal Development curriculum for details. • **SMSC & Character Education** *Target:* **100%** of children in receipt of Pupil Premium funding have structured entitlement to SMSC (Spiritual, Moral, Social, Cultural) and character education. *Action:* Delivered through the Personal Development curriculum. *Monitored by SENDCO, SLT, Personal Development leader, LMC in termly LMC meetings*

Activity in this academic year

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

Activity	Evidence that supports this approach Challenge number(s) addressed	
Incremental coaching	To maintain high quality teaching, CPD must be embedded. **Incremental Coaching** A step-by-step coaching model that focuses on small, manageable improvements over time. This approach promotes: • Gradual growth • Continuous feedback • Sustainability • Confidence building	1,

	TPAT Pedagogy Project/Model Based on *WALKTHRUs*, this project targets a specific area of teaching each half term to ensure focused development. ***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	
Primary Assessment Strategy	**Termly Assessments** NFER Reading assessments and Maths.co are administered termly, analysed, and used to inform future learning plans. **Data Platforms** Use of **INSIGHT** to track and analyse pupil progress effectively. **Trust-Aligned Pupil Progress Meetings** Regular meetings review Pupil Premium progress and identify targeted interventions. **Accurate and Robust Assessment** • Identifies strengths and areas requiring additional support • Provides quantitative measures and accurate indicative predictions of KS2 SATs outcomes • Summative assessments deliver timely information on individual and cohort progress • Enables progress tracking over time • Measures the impact of interventions **Writing Clinics** 1:1 feedback sessions designed to "feed forward" and improve writing outcomes. ***Evidence:*** **-EEF : making use of diagnostic assessment** https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment	1
Evidence Informed Trust Reading Strategy	The **TPAT Disadvantage Reading Project**, launched in **September 2023**, is a rigorous, instructional approach to teaching reading comprehension. It focuses on three key areas: • **Vocabulary** • **Retrieval** • **Inference**	1

	This structured method ensures pupils develop strong comprehension skills through explicit teaching and systematic progression. We will adopt elements of this programme that fit our school context and align with approaches that are already successful. ***Evidence:*** **Reach Schools**: https://reachschools.uk/	
Digital pedagogy for the Advantage Project	The integration of iPads into digital pedagogy in primary schools has a positive impact on attainment. This approach emphasizes: • **Equity** – Reducing barriers for children and ensuring equal access to learning resources • **Engagement** – Boosting motivation and improving retention • **Personalised Learning** – Supporting diverse learning needs through adaptive tools • **Creativity** – Encouraging innovative thinking and expression • **Parental Involvement** – Strengthening the home-school connection ***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
Access to NPQs and ECT support programme & professional development programme for support staff	• Having well trained teachers will affect the attainment of all children. CPD has an effect size (0.09) comparable to giving a teacher 10 years' experience. [epi.org.uk]. • Improving retention of skilled teachers, especially in challenging schools, ensuring consistency and stability for disadvantaged learners. [epi.org.uk]. • Empowering teachers to better support pupils with complex needs, leading to more inclusive and effective classroom practice. [researchsc...ool.org.uk] ***Evidence:*** 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/	1, 2

	EEF: SEN In Mainstream Schools Special Educational Needs in Mainstream Schools | EEF	
Mastering number/Maths Hub training programmes	The **Mastering Number** programme builds strong number sense from the early years (EYFS) through Year 2 (and now extended into KS2) developing: • Fluency • Flexibility • Confidence with numbers The programme also supports language development, which is particularly crucial for many children in receipt of Pupil Premium funding. It offers high-quality CPD and provides a systematic, inclusive approach to learning. Evidence indicates that this programme helps close the attainment gap. ***Evidence:*** **Mastering Number: Building Strong Foundations in Early Years** [www.ncetm.org.uk]	1, 2
ShREC to support EYFS	**ShREC** is a structured framework designed to support high-quality adult–child interactions, particularly during play and learning activities. It focuses on four key principles: • **Share attention** – Engage jointly with the child's focus of interest • **Respond** – Acknowledge and build on the child's actions or communication • **Expand** – Add new ideas, language, or concepts to extend learning • **Connect** – Link experiences to prior knowledge and future learning ***Evidence:*** https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach	1, 2
Agenda in PPA time / Staff training / SLT	Scheduling discussions about children in receipt of Pupil Premium funding as a standing agenda item ensures: • **Focus on the individual** – Their attainment, relationships, safeguarding, behaviour, and engagement with school and peers • **Visible leadership and commitment** – Demonstrates a culture of high expectations and prioritises equity • **Consistency and accountability** – Keeps progress and support strategies at the forefront of decision-making ***Evidence*** **DFE** https://assets.publishing.service.gov.uk/media/5a7f203840f0b62305b853ac/DFE-	1,2, 3

	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	

Targeted academic support : maximum 25% of budget (for example, tutoring, 1:1 support, structured interventions))

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group nurture and SEMH interventions e.g. TIS, Thrive, forest school	These programmes improve self-regulation, resilience and emotional wellbeing. There are studies which also show that those who attend Forest school outperform those who don't academically. It gives targeted support for children with ACES, also impacting on attendance. ***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	1, 2, 3
Targeted deployment of teaching assistants	Strategic deployment of Teaching Assistants in the classroom can: • **Improve academic progress**, particularly in literacy and the early years • **Support emotional regulation**, fostering a positive learning environment • **Promote inclusion and engagement**, ensuring all pupils can access learning	1

	• **Reduce teacher workload**, allowing teachers to focus on high-impact teaching • **Enhance classroom management**, creating a more structured and supportive setting ***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	
Deployment of iPads to support home learning	There is growing evidence to support using iPads to support homelearning. There are academic gains, higher levels of engagement, equity and pedagogical support. ***Evidence:*** Teaching and Learning Toolkit | EEF **Apple Education support** https://www.apple.com/education/docs/ipad-mac-in-education-results.pdf	1
Use of key apps & online programme– iMovie/keynote/everyone can create materials/ TTRS / Spelling Shed	Emerging evidence suggests that **Times Tables Rock Stars (TTRS)** and similar educational apps can improve outcomes for disadvantaged children by: • **Enhancing maths fluency** • **Increasing engagement and motivation** • **Helping to close attainment gaps** Other high-quality educational apps and online platforms show similar potential when used effectively as part of a structured learning approach. ***Evidence:*** **TTRS** https://ttrockstars.com/data_files/file_4348e17497591ba2630d5bd8ff528e56.pdf **Spelling Shed** https://blog.edshed.com/spelling-shed-wins-a-bett-award/	1, 2,
Language buildings activities (storytelling, story baskets, rhyming games and songs, role play, I spy,	These games all develop vocabulary, expressive language, sequencing and language building activities. They also develop empathy, confident and communication. ***Evidence*** **EEF: Oral language interventions** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions **Reach out and read** https://reachoutandread.org/article/intervention-research-to-improve-language-learning-opportunities-and-address-the-inequities-of-the-word-gap/ **Nuffield Early Intervention (NELI)** https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	1

	Talk Boost https://ican.org.uk/training-licensing/talk-boost-ks1/	
Targeted English and Maths interventions e.g. RWI / Little Wandle, Mastering number, Third Space Learning, Improving Working memory	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/ **Parliament** https://publications.parliament.uk/pa/cm5901/cmselect/cmpubacc/365/report.html **Third Space Learning** https://thirdspacelearning.com/blog/primary-school-interventions/ **Small Group Phonics** https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1
Revision support programme (KS2)	School based revision support programme, responsive to individual targets and QLA ***Evidence*** **EEF: Building Study habits** https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines **EEF: 7 steps programme** https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model	1
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

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

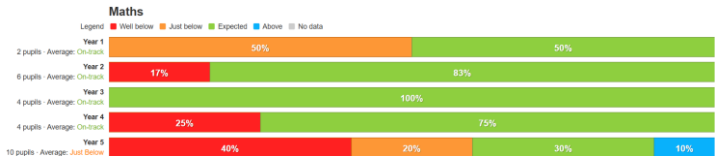
Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for residentials, trips and visit	One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. ***Evidence:*** **- EFF: Closing the Attainment Gap** https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap	1,2, 3
Extracurricular clubs (employing provider/ TA for dance, gardening etc)	One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. ***Evidence:*** **- 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	1, 2
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, 3
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**	1, 2, 3

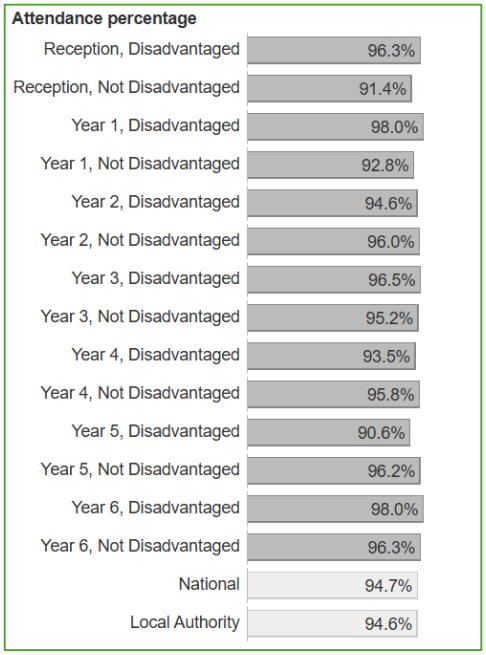
	https://assets.publishing.service.gov.uk/media/5a80d031ed915d74e33fc8de/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf	
Music Hub	Evidence shows that learning an instrument gives academic gains (esp in maths and English), cognitive development, social-emotional growth and shows equity (level the playing field) ***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
Parental Engagement	There is growing evidence to show that increased parental engagement can increase academic gains (esp in literacy and Early Years development) and social-emotional growth. ***Evidence:*** **EEF: Parental Engagement** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement **NFER: Narrowing the Gap** https://www.nfer.ac.uk/media/pwajjzq3/oupp02.pdf Reach Schools - The home of Reach Schools in West London/ Parental engagement | EE	1, 3

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the academic year.

Intended outcome	Success criteria	25-26	26-27	27-28
Challenge 1 Children who are pupil Premium have a combined measure at end of KS2 which increases year on year	Internal and external data will evidence incremental increases in attainment for pupils eligible for Pupil Premium: - By the end of 2025/2026, all year groups will achieve 50% in RWM PP2/8 - By the end of 2026/2027, all year groups will achieve 55% in RWM PP 3/5 - By the end of 2027/2028, all year groups will achieve 65% in RWM PP 5/6 *Monitored by LMC, SLT, Data leader in half termly progress meetings* *2025/26 Data:*    - By the end of 2025/2026, all year groups will achieve 70% in phonics 6/10 - By the end of 2026/2027, all year groups will achieve 80% in phonics 4/8 - By the end of 2027/2028, all year groups will achieve 85% in phonics ¾ Phonics: 			

Challenge 2 Children who are Pupil Premium attend school as often as children who are not entitled to Pupil Premium	Attendance for both non-PP children and PP children will be above 96% The number of children who are Pupil Premium who are persistently absent is less than 8% There will be less than 1 % of children who are eligible for Pupil Premium who are recorded as regularly arriving late for school. There will be a reduced number of pupils eligible for PP at Tier 1 of the Attendance Strategy. There will be a reduced number of disadvantaged families receiving fixed penalty notices. *Monitored by Attendance Officer and SLT in fortnightly meetings* *2025/26 - Attendance*  			
Challenge 4 **Support from home** Parents of children who are PP are involved in the school community and attend events	An increased number of parents will engage in workshops led by school staff to support and promote academic learning = more than 60% 100% of parent of children who are in receipt of PUpil Premium Funding will attend progress meetings School staff contact parents of children who are in receipt of Pupil Premium Funding in advance of any event Barriers are identified by school to enable the setting to be easier to reach *Monitored by SLT / PP lead* Action – track parent meeting attendance and engagement.			

Good Level of Development

	2025	2026	2027	2028
All children	66%	78%		
PP	33%	100%		
Non PP	69%	76%		

Phonics

	2025	2026	2027	2028
All children	78%	86%		
PP	75%	100%		
Non PP	78%	85%		

MTC

	2025			2026			2027			2028		
	25/25	20/25+	average	25/25	20/25+	average	25/25	20/25+	average	25/25	20/25+	average
All children	50%			46%		20.5						
PP	50%			25%		17.7						
Non PP	50%			50%		20.9						

KS2 reading

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All children	70%		90%	55%				
PP	57%		100%	0%				
Non PP	71%		88%	62%				

KS2 writing

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All children	93%		93%	14%				
PP	71%		100%	0%				
Non PP	71%		92%	15%				

KS2 Maths

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All children	82%		90%	48%				
PP	43%		67%	33%				
Non PP	91%		92%	50%				

KS2 COMBINED

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All children	57%		83%	14%				
PP	28%		67%	0%				
Non PP	67%		85%	15%				

Externally provided programmes - n/a

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Insight	
Read Write Inc.	Ruth Miskin
TT Rockstars	Maths Circle
White Rose	White Rose
EdShed	EdShed

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This was put together with the total PP finding
What was the impact of that spending on service pupil premium eligible pupils?	There were only 2 children from a service family in 204/25. Funding was used to support quality first teaching for these children. Both attendance and attainment were strong for this group.