

# 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	Truro Learning Academy
Number of pupils in school	182 (age 4-11) 194 (age 2-11)
Proportion (%) of pupil premium eligible pupils	43% (80 pupils)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Bridget Rundle
Pupil premium lead	Steph Lane Acting Head of School
Governor / Trustee lead	Aspire Trust Board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,080
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£109,080</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Truro Learning Academy, our motto “**Aspire to Achieve**” reflects our commitment to ensuring every pupil reaches their academic, social, and emotional potential, regardless of background. We believe a high-quality education transforms lives and enables pupils to thrive in modern society. Through an expertly designed curriculum and skilled teaching, we develop secure knowledge and skills across a broad range of subjects.

Our pupils face diverse challenges, and we respond with high expectations and tailored support to drive rapid, sustained progress both socially and academically. We know every child well, fostering respect, positive relationships, and a nurturing environment that promotes resilience, independence, and a lifelong love of learning.

Recent challenges—rising pupil premium eligibility and the cost-of-living crisis—make our strategy more vital than ever. Our approach is built on key principles:

- Attainment should never be limited by financial background.
- All pupils, including the disadvantaged, must achieve ambitious outcomes.
- Support extends to all vulnerable learners e.g. children with social workers, children previously known to social care.
- Quality-first teaching is central, underpinned by professional development.
- Our use of funding is proactive, based on early identification of under achievement and focused on barriers that are within our gift to alleviate.
- Funding should allow all pupils in our community access to opportunities that were previously reserved for those from a more privileged background.
- Actions are evidence-based and regularly reviewed to close the attainment gap effectively.

## Challenges

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

Challenge number	Detail of challenge
1	Monitoring and assessments suggest that ‘disadvantaged’ pupils start EYFS with under-developed spoken language skills and vocabulary gaps. These gaps can be seen from EYFS through to KS2 and in general, are more prevalent among our ‘disadvantaged’ pupils than their peers. This means the children are less able to express themselves and it makes understanding the curriculum more challenging for them.
2	Assessments and monitoring suggest that ‘disadvantaged’ pupils generally have greater difficulties with phonics than their peers, particularly when making the transition from Reception to KS1. Although an improved picture, attainment of ‘disadvantaged’ pupils in the Phonics Screening Check (PSC) is still at risk of being below their more advantaged peers in school and nationally. (see Glossary 3)

	If pupils don't know their letter sounds and cannot read with fluency as well as accuracy, they struggle to read and understand the learning content. This negatively impacts their development as readers and learners.
3	<p>Assessments and monitoring have identified that fluency in times tables for all pupils is below expectation. Although the gap between 'disadvantaged' pupils and their peers has closed significantly on previous years in the Multiplication Check (MTC), the mean score is at risk of being below national in 2025-26 (see Glossary 4)</p> <p>Fluency in multiplication facts provides the foundation for all written and mental multiplication and division and is necessary to reduce cognitive load when completing calculations, reasoning and problem solving.</p>
4	<p>Assessments and monitoring have identified writing attainment by the end of KS2 as an area for improvement. Over the last three years, the percentage of 'disadvantaged' pupils attaining the expected standard was between 50% and 70%, with little improvement over time. The overall attainment in R, W and M is therefore at risk of being below the national average for disadvantaged pupils and pupils are at risk of not being well-prepared for secondary school.</p>
5	<p>Assessment, observations, and discussions with pupils suggest more 'disadvantaged' pupils lack emotional resilience and positive mental health than their more advantaged peers. Pupil wellbeing has suffered in recent years, as evidenced by an increase in referrals to the Early Help hub, requests for parenting strategies and support and parents requesting in school pastoral support for their children.</p>
6	<p>Our attendance data over the last four years indicates that attendance among 'disadvantaged' pupils was between 4.05 and 1.58 percentage points lower than for 'non-disadvantaged' pupils. Between 34.21% and 28.13% of 'disadvantaged pupils' have been 'persistently absent' compared to between 18.69% and 9.8% of their peers during that period. (see Glossary 5)</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting 'disadvantaged' pupils' progress.</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
To improve the oral language, communication and vocabulary of all pupils so that they can express themselves effectively and access the curriculum in Reception and Year 1 and beyond.	Assessments and observations indicate significantly improved oral language among 'disadvantaged' pupils. This should be evident when observing lessons and talking with pupils. 'Disadvantaged' pupils will consistently achieve in line with national 'non-disadvantaged' in the prime areas.
To improve reading progress and attainment for all pupils in KS1, including in phonics and in application and comprehension.	Achieve above national average consistently over time in the Phonics Screening Check (PSC), with the aim of 'disadvantaged' pupils achieving in line with national 'non-disadvantaged' by 2027.

	Improve outcomes in reading at end of KS1 for pupils who are 'disadvantaged' consistently over the next three years.
To improve fluency in multiplication facts.	Increase the average score attained by 'disadvantaged' pupils in the Multiplication Check (MTC) year on year by 2027.
To improve outcomes at the end of KS2, preparing all pupils effectively for the next stage of their schooling.	'Disadvantaged' children in our school achieve better than the national 'non-disadvantaged' figures at KS2 by 2027, including narrowing the gap in average scaled score.
To support the personal, social and emotional development and wellbeing of our children, ensuring pupils are emotionally ready to learn and are resilient when faced with challenges by embedding a Trauma-informed approach.	Assessments and observations will show an increase in confidence, self-awareness and self-regulation. Identified children will be supported by a TIS practitioner (see Glossary 6), where appropriate or available. Fixed term suspensions and internal exclusions will decrease for 'disadvantaged' pupils. Pupils will feel safe and secure and positive behaviours for learning will be evident through monitoring and pupil voice as a result of the implementation of TLA Behaviour Curriculum. Consequently, 'disadvantaged' pupils will experience social and academic inclusion.
To achieve and sustain improved attendance for our 'disadvantaged' pupils, in line with their more advantaged peers.	Sustained high attendance by 2027 demonstrated by: <ul style="list-style-type: none"> <li>Attendance for the year is above 96% for all children, with 'disadvantaged' children above 95%.</li> <li>The gap between 'disadvantaged' and 'non disadvantaged' persistent absentees is reduced. Rates of persistent absence are lower than national averages for both groups.</li> </ul>

## Activity 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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching in phonics through coaching, high staffing	There is very extensive evidence from the Education Endowment Foundation (EEF), to support the use of a	2

<p>levels and regular high-quality training, ensuring fidelity to the programme.</p>	<p>systematic phonics programme with pupils in Key Stage 1. (see Glossary 7)</p> <p><a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Recommendation 3</p> <p>Training—ensure all staff have the necessary pedagogical skills and content knowledge, for example, sufficient linguistic knowledge and understanding.</p> <p>Responsiveness—check if learning can be accelerated or extra support is needed and identify specific capabilities and difficulties to focus teaching.</p> <p>Engagement—lessons engage pupils and are enjoyable to teach.</p> <p>Adaptations—carefully consider any adaptations to the programme as they may reduce its impact.</p> <p>Focus—a responsive approach to grouping pupils is likely to help focus pupil's effort and improve teaching efficiency.</p>	
<p>Continuous Professional Development to ensure quality first teaching and support from all staff.</p> <p>Teaching Walkthrus ongoing Professional Development. Fund ongoing teacher release time/overtime for support staff to access high-quality training, including the NPQs.</p> <p>Coaching programme and bespoke and targeted CPD embedded with a focus on supporting 'disadvantaged' pupils, developing the Grammarsaurus-based approach, Morrells handwriting and NCETM curriculum implementation. (see Glossary 8, 9 and 10)</p>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</p> <p>Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.</p> <p>Mentoring and coaching can be an important source of support, particularly for early career teachers. Schools should carefully consider the core components that make these strategies effective when developing their approach.</p> <p><a href="https://educationendowmentfoundation.org.uk">The EEF Guide to the Pupil Premium   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Recommendation 2</p> <p><a href="https://olivercavigioli.com">How Does It Work — Teaching WalkThrus   Multi-Platform Teaching Tools &amp; Resources To Support Teachers - Primary Schools - Secondary Schools - Further Education - Coaching Tools - Webinars   Oliver Cavigioli - Tom Sherrington   UK</a></p> <p>The UK's Education Endowment Foundation (EEF) suggests that effective professional development delivers a number of key mechanisms. WalkThrus-based programmes can deliver all the mechanisms.</p>	<p>1, 2, 3, 4</p>
<p>Review and implement maths fluency approaches to improve</p>	<p>Research shows that enabling pupils to develop a rich network of mathematical knowledge will increase attainment and the understanding of mathematics.</p>	<p>3</p>

<p>rapid recall facts and accelerate progress (EYFS/KS1) and continue to roll out Number Sense Times Tables Fluency (KS2) (see Glossary 11)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches</a>  +6 months progress  <a href="https://educationendowmentfoundation.org.uk/research-principles/early-years/early-years-mathematics">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/research-principles/early-years/early-years-mathematics">Research Principles informing NSM Number Facts®   Number Sense Maths</a></p>	
<p>Improve quality of interactions and vocabulary development for all pupils in the EYFS, through whole class approaches and CPD for teachers and support staff.</p>	<p>As highlighted in the EEF guidance report Preparing for Literacy: "When done well, high quality interactions often look effortless but they are not easy to do well and professional development is likely to be beneficial."</p> <p><a href="https://educationendowmentfoundation.org.uk/research-principles/early-years/early-years-communication-and-language">EEF blog: The ShREC approach – 4 evidence-informed strategies...   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/research-principles/early-years/early-years-communication-and-language">EEF   Communication and Language (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £29,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional one to one and small group phonics sessions targeted at 'disadvantaged' pupils who require further phonics support. Training accessed through English hub and Read Write Inc (RWI) development days and regular coaching for teaching assistants. (see Glossary 12 and 13)</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>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/research-principles/early-years/early-years-phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a>  +5 months progress</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>Studies of intensive support involving teaching assistants show slightly lower overall impact (+4 months) compared to those involving teachers. This indicates the importance of training and support in</p>	<p>2</p>

	<p>phonics for interventions led by teaching assistants. Funding prioritised to upskill teaching assistants.</p> <p>Most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months), but this needs to be offset by the number of pupils who can receive support. Funding prioritised to ensure all tutoring is one-to-one.</p>	
Implementation of programmes (e.g. WellComm) to improve listening, narrative and vocabulary skills for 'disadvantaged' pupils who have relatively low spoken language skills on entry in EYFS. (see Glossary 14)	<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><a href="https://educationendowmentfoundation.org.uk">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a></p> <p>+ 6 months</p>	1
Small group and one to one reading fluency interventions targeted at 'disadvantaged' pupils who are behind with reading.	<p>Fluent readers can read accurately, at an appropriate speed without great effort (automaticity), and with appropriate stress and intonation (prosody). A fluent reading style can support comprehension because pupils' limited cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.</p> <p>The following approaches are well supported by evidence:</p> <ul style="list-style-type: none"> <li>guided oral reading instruction—fluent reading of a text is modelled by an adult or peer and pupils then read the same text aloud with appropriate feedback; and</li> <li>repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 2   EEF</a></p>	4

## Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £24,520

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Review approaches to parental engagement through clear and consistent communication and positively raising expectations, particularly of those from low-income backgrounds – enabling the school to target approaches for pupils and communicate effectively with parents.</p>	<p><a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a> + 4 months <a href="#">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Implementation of the Parental Engagement Framework through audit and support from Cornwall Council: Families Together “Cornwall Council recognises that parent carers and families are the most important influences in a child’s life. Parental involvement and engagement in early learning and school influences a pupil’s achievement and wellbeing.”</p>	<p>2, 5, 6</p>
<p>Forest School intervention sessions offer the opportunity to learn in a different environment and a different set of skills, supporting character development and wellbeing. Forest school is led and supported by two highly skilled practitioners. (see Glossary 15 and 16)</p>	<p><a href="#">Full principles and criteria for good practice   Forest School Association</a> <a href="#">Forest Schools: impact on young children in England and Wales - Forest Research</a></p> <p>“There is much evidence to show that taking the curriculum outside can enhance the health and wellbeing of children, as well as encouraging them to be more active. The children learn to manage risks through use of tools, work together through teamwork challenges, gain appreciation and respect for nature and the impact that humans have on the environment and become more confident with raised self-esteem.”</p> <p><a href="#">Wild Tribe - Wild Tribe - Arena Schools (arena-schools.co.uk)</a></p>	<p>5</p>
<p>Improve attendance through targeted support for disadvantaged pupils, and taking action in line with DfE and local guidance.</p>	<p>The first part of this document sets out the principles underpinning an effective whole school strategy for attendance. The second part of this document outlines actions that school staff and local authorities may consider taking to improve attendance for all pupils, pupils at risk of persistent absence and pupils who are persistently absent (PA).</p> <p><a href="#">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a> <a href="#">Working together to improve school attendance (publishing.service.gov.uk)</a> <a href="#">Persistent absence and support for disadvantaged pupils - Education Committee (parliament.uk)</a></p> <p><a href="#">OneCornwall Attendance Booklet</a> - We need to properly understand the drivers of attendance issues before taking any action. Issues with attendance to school and attendance to learning are a symptom of issues, rather than the issue itself. ‘In school drivers’ need to be addressed alongside working with families to ensure sustainable success.</p>	<p>6</p>

**Total budgeted cost: £109,080**

## 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.

Desired outcome	Progress made	Lessons learned and implications
To improve the oral language, communication and vocabulary of all pupils so that they can express themselves effectively and access the curriculum in Reception and Year 1 and beyond.	<p>Of the seven 'disadvantaged' pupils in the Reception cohort (13 in total), 6 achieved the Listening, Attention and Understanding Early Learning Goal (ELG) and 6 achieved the Speaking ELG (national for all pupils was 80% in both ELGs). 71.4% of pupils eligible for FSM achieved a GLD (national not eligible 73% and national eligible 51%).</p> <p>Explicit teaching of vocabulary forms part of delivery of our reading and nursery rhyme spine.</p> <p>Vocabulary triangles used effectively across the EYFS with progressive vocabulary modelled by adults in each area of the provision.</p> <p>WellComm intervention took place across 2024-25 with both the Nursery and Reception cohorts, with all pupils making excellent progress.</p> <p>Early identification of children needing SALT with referrals made in nursery from 2 and up.</p> <p>Vocabulary progression in all developed TLA curriculum subjects and key vocabulary is taught in all lessons.</p>	<p>Prioritise staffing for adequately delivering WellComm intervention in Nursery and Reception.</p> <p>Subject leaders to continue to map vocabulary progression and all subjects to include key vocabulary in lesson design, with visuals e.g. Widgit to aid understanding.</p> <p>Implementation of behaviour and oracy curriculum e.g. STAR sitting, to improve speaking and listening habits.</p> <p>PINs project to commence – Speech, Language and Communication team to deliver training on Communication friendly environments.</p>
To improve reading progress and attainment for all pupils including the learning and application of phonics.	<p>71% of 'disadvantaged' pupils in Reception cohort achieved the Word Reading ELG.</p> <p>By end of Y2 (June 2025), 67% of 'disadvantaged' pupils had passed the screening check (2 out of 3), above national 'disadvantaged' pupils. By end of Y1 (June 2025), 82% of 'disadvantaged' pupils had passed the screening check (9 out of 11), an increase of 10 percentage points on previous year and in line with national for 'non-disadvantaged' pupils.</p> <p>Catch up tutoring in place for all pupils below expectation.</p> <p>Regular, high-quality training in place through access to weekly coaching, RWI training online and English hub.</p>	<p>Word Reading ELG does not guarantee PSC success for all pupils. Close tracking needed from beginning of Year 1 and early intervention in place.</p> <p>PSC success does not always equate to reading at EXS for end of Year 1. Fluency has been recognised as holding children back.</p> <p>Phonics to continue for targeted pupils into KS2 including for pupils with SEND who did not pass screening check in KS1.</p> <p>Secure progress over next three years of this plan to enable 'disadvantaged' pupils to continue to achieve in line with national 'non-disadvantaged' by end of Year 1.</p>
To improve fluency in multiplication facts.	21.7 was the average score for 'disadvantaged' pupils in the Year 4 Multiplication Check, compared with 22.1 for their peers (national average score was 21).	TTRS to continue for KS2, with celebrations and rewards for successful practice.

	<p>This was an increase of 7.2 on the previous year.</p> <p>56% (9/16) of 'disadvantaged' pupils scored 25/25 (national average for all pupils was 37%).</p> <p>Roll out of Number Sense Times Table fluency programme.</p> <p>Introduction of Times Tables Rock Stars (see Glossary 17) throughout the school, including celebrations through badges and competitions. Children in Y4 completed TTRS daily.</p> <p>Trust wide times tables assessments in place from Y2 up, tracked through progress meetings.</p>	<p>Number Sense Times Tables in Y3, 4 and now 5.</p> <p>Close tracking of Y4 cohort 2025-26 as only 2 out of 6 on track at end of Y3.</p>												
<p>To improve outcomes at the end of KS2, preparing all pupils effectively for the next stage of their schooling.</p>	<p>KS2 'disadvantaged' summer 2025 data summary: 7 children</p> <table border="1" data-bbox="514 705 843 900"> <thead> <tr> <th colspan="2">KS2</th> </tr> <tr> <th>EXS</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td><b>R</b></td> <td>86% 0%</td> </tr> <tr> <td><b>W</b></td> <td>57% 0%</td> </tr> <tr> <td><b>M</b></td> <td>86% 14%</td> </tr> <tr> <td><b>RWM</b></td> <td>57% 0%</td> </tr> </tbody> </table> <p>KS2 reading, writing and maths in line with all pupils nationally, with reading showing improvement on 2024 and above national 'non-disadvantaged'. Improving data suggests impact of consistent, quality first teaching.</p> <p>Good progress at end of KS2 for 'disadvantaged' pupils. 5 of the 7 pupils were in the lowest 20% in Cornwall at the end of Early Years, all making accelerated progress in either maths or reading or both.</p> <p>A number of these pupils took part in the reading fluency project with the EEF and made accelerated progress in reading.</p> <p>'Disadvantaged' provision maps implemented with class teachers taking greater ownership of understanding and alleviating barriers to learning.</p>	KS2		EXS	GDS	<b>R</b>	86% 0%	<b>W</b>	57% 0%	<b>M</b>	86% 14%	<b>RWM</b>	57% 0%	<p>Lower KS2 to be closely tracked, particularly in writing. Ensure quality first teaching and planning are in place through the implementation of Grammarsaurus strategies.</p> <p>Continue to develop reading intervention across KS2, through reading fluency assessment and regular practice.</p> <p>CPD and monitoring cycle to ensure impact employing EEF mechanisms of professional development.</p>
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<p>To increase pupil wellbeing through development of self-management skills, social skills and self-esteem.</p>	<p>Of the seven 'disadvantaged' pupils in the Reception cohort (13 in total), 5 achieved the Self-Regulation, Managing Self and Building Relationships ELGs (national for all pupils was 83% in PSED). This follows the successful implementation of WellComm intervention in Reception – improving pupils' early communication and interaction skills to improve behaviour and emotional regulation.</p> <p>Use of trauma-informed approaches developed with TIS practitioners.</p> <p>Forest School for selected pupils supported increased pupil wellbeing.</p>	<p>Maintain high expectations of the Reception cohort as they move into Year 1, ensuring they maintain their social and self-management skills – this includes new arrivals to the cohort.</p> <p>Targeted interventions training for proven strategies that have impact e.g. Draw and Talk, Lego therapy, ELSA, TIS sessions. This may include training for further TIS practitioners. Ensure TIS practice continues to be implemented and disseminated.</p>												

	<p>SCARF rolled out for PSHE to all classes (see Glossary 18).</p>	<p>Greater emphasis on Boxall profiles and targeted interventions used to track progress for pupils with SEMH needs.</p> <p>Use the Early Years EExREC baseline assessments (Leuven scales) to effectively measure well-being and involvement in Reception.</p> <p>EYFS teacher accessed Emotional First Aid training. Implementing in Early Years.</p> <p>Forest School – continue to support in 2025-26 with school support staff alongside trained leaders.</p>
To achieve and sustain improved attendance for all pupils, particularly our 'disadvantaged' pupils.	<p>In 2024-25, attendance for 'disadvantaged' pupils increased to 92.8% ('other' pupils' attendance was 95.5%) with 28.4% of 'disadvantaged' pupils persistently absent (compared to 9.8% of 'other' pupils). The gap therefore narrowed slightly, within the context of increased attendance for all.</p> <p>Trust policy has been implemented, led by pastoral and learning support mentor. Referrals to Early Help hub have supported some individual families of 'disadvantaged' pupils to attend school more regularly.</p>	<p>CPD for attendance lead specifically around attendance for the most vulnerable.</p> <p>Rigorous monitoring of attendance, particularly for 'disadvantaged' children, which is the demographic most affected by poor attendance. Strict implementation of the trust policy, working closely with the Head of School and EWO.</p> <p>Teachers to meet with parents as soon as concerns or patterns arise. Targeted support for 'disadvantaged' persistent absentees, including following absence due to illness to support a swift return. This could include funded breakfast club places, in particular to support with punctuality.</p>

## Externally provided programmes

Programme	Provider
Number Sense Times Tables Fluency	Number Sense Maths
Curriculum Prioritisation in Primary Maths	NCETM
Read Write Inc. Phonics	Ruth Miskin's Read Write Inc
Trauma Informed Schools training	TIS UK
WellComm	GL Assessment

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No service children at present
What was the impact of that spending on service pupil premium eligible pupils?	No service children at present

## Glossary

1. Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.
2. Disadvantaged pupils are defined as: Pupils who have been eligible for Free Schools Meals (FSM) at any point over the last 6 years, Pupils who have been looked after continuously for at least one day in the last year, and Pupils who have left care through a formal route such as adoption.
3. The Phonics Screening Check (PSC) is a test for children in Year 1. Children take it during June in a one-to-one setting with a teacher.
4. The Multiplication Check (MTC) is statutory for all year 4 pupils. The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.
5. Persistent absence is when a pupil's overall absence equates to 10 per cent or more of their possible sessions.
6. Trauma Informed Schools (TIS) A trauma informed school is one that is able to support children who suffer with trauma or mental health problems and whose behaviour acts as a barrier to learning. The organisation supports schools, communities, and other organisations in providing relationships for these children that heal minds, brains, and bodies. Key conversational skills in addressing and making sense of what has happened are central to the work as is a major shift in whole school/organisation/community culture.
7. EEF The Education Endowment Foundation (EEF) is an independent charity dedicated to breaking the link between family income and educational achievement.
8. Grammarsaurus is an online resource bank including writing unit guides, Place Value of Punctuation and Grammar and a Spelling Scheme. The approach aligns with current research and supports all learners, including those with literacy difficulties to master the foundational writing skills required for children to become fluent writers.
9. Morrells Handwriting is a teaching method and resource system for legible cursive writing, focusing on clear, consistent letter formation using a unique "Bounce Technique," directional arrows, and structured practice for all ages (Key Stage 1-5), emphasizing correct posture, pen grip, and fine motor skills for fluent, confident writing. It's known for being Dyslexia/Dyspraxia friendly and helps develop strong hand-eye coordination.
10. NCETM (National Centre for Excellence in the Teaching of Mathematics). They exist to support anyone who teaches maths, and who wants to be even better at it. The NCETM is funded by the Department for Education (DfE).
11. Number Sense Times Tables Fluency Programme is a fully resourced scheme of work focused entirely on times tables. Provides the structure and depth to times tables teaching that children need to achieve fluency in multiplication and division facts and concepts. A true mastery programme, designed to achieve fluency for every child without exception.
12. English Hubs are funded by the Department for Education to offer support to local schools, academies and free schools to improve the teaching of phonics, early language and reading in Reception and Year 1.
13. Read, Write Inc (RWI) is a nationally recognised and funded scheme that aims to teach every child to read and write, and to keep them reading.
14. WellComm The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children. Requiring no specialist expertise, they quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention.
15. Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term programme that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.
16. Wild Tribe is the Outdoor Learning programme from the Arena Sports Partnership. Practitioners complete a two-day award that delivers practical and theory sessions on; health

and safety, site development and linking outdoor learning across a range of curriculum subjects. It teaches the skills of fire lighting, cooking outdoors, use of tools, knots and shelter building.

17. Times Tables Rock Stars is an award-winning maths learning platform where children can practise their times tables. Suitable for all learners aged 6 years and up, our question-based games automatically adapt to each child's unique learning needs, helping them to recall their times tables in record speed. Accessible on any device, via the app or browser, children can play anytime, anywhere.
18. SCARF: Safety, Caring, Achievement, Resilience, Friendship is a whole-school approach to developing children's health & wellbeing through PSHE. SCARF offers flexible lesson plans, engaging activities and tools for, planning and assessment, all aligned with national standards. Empowers pupils with essential life skills, from emotional well-being and social skills to health education.