



Truro and Penwith
Academy Trust

Threemilestone School
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
School name: Threemilestone School
Number of pupils in school: 410 (3.11.25)
Proportion (%) of pupil premium eligible pupils : 15% (62/410. 02.11.2025)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) 2025/26, 26/27, 27/28
Date this statement was published: 03.11.2025
Date on which it will be reviewed: 02.11.2026
Statement authorised by: Suzannah Teagle
Pupil premium lead: Suzannah Teagle
LMC lead: Steph Vandike

Funding overview

Detail	Amount 2025-2026	Amount 2026-2027	Amount 2027-2028
Pupil premium funding allocation this academic year including PLAC and service premium	£110, 112		
Recovery premium funding allocation this academic year	0		
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0		
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£110, 112		

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 Threemilestone 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	<p><u>Attainment</u></p> <p>KS2 Data:</p> <p>Combined EXS 55% - Pupil Premium 4/15 Combined GDS 5% Pupil Premium 0/15</p> <p>Reading EXS 66% - Pupil Premium 8/15 GDS 23% Pupil Premium 0/15</p> <p>Writing EXS 81% - Pupil Premium 10/15 GDS 11% Pupil Premium 0/15</p> <p>Maths EXS 73% - Pupil Premium 6/15 GDS 15% Pupil Premium 0/15</p> <p>Phonics data: 88% = Pupil Premium 6/9</p> <p>MTC – all children – average 20.8 with 41% 25/26; Pupil Premium average 19.9 with 6/13 children 25/25</p> <p>GLD: all children 68.4% - Pupil Premium 3/8 achieved GLD – of these 5 that did not achieve GLD, 3 are on the Record of Need</p> <p><i>Phonics data: we have a stable trend over the last few years of consistently of either 5 or 6 children who are eligible to Pupil Premium funding achieving the pass mark.</i></p> <p><i>GLD: the last 3 years have been inconsistent in children achieving GLD: 1/7 - 4/8 - 3/8.</i></p> <p><i>Combined KS2: 4/15 8/11 4/15. The % in 2024 data was against the stable trend by rising to 72% - the overall % of all children combined was 79% in the same year. In the same year, 1 child got GDS combined who was entitled to Pupil Premium. In 24/25, there were not any child entitled to Pupil Premium who achieved Greater Depth.</i></p>
2	<p><u>Attendance and Punctuality</u></p> <p><u>2024-2025</u></p> <p>Data: Attendance for all 2024/2025: 95.5% (National 94.5%)</p>

	<p>Attendance for children who in receipt of Pupil Premium funding: 92% (National 92%)</p> <p>Attendance for children who are not in receipt of Pupil Premium funding 96.3%</p> <p>Number of children who are in receipt of Pupil Premium funding who are persistently absent: 21/40 children who are persistently absent in 2024/2025 are Pupil Premium</p> <p><i>Although the attendance for children who are entitled to Pupil premium funding is in line with National Average, there is still a 4% gap between this group of children and those who are not entitled to Pupil Premium funding. The gap in the previous year was 3.5%.</i></p>
3	<p><u>Speech and Language skills (including oracy and vocabulary)</u></p> <p>Through observations in learning time, observations at play and during pupil conferencing the majority of pupils who are in receipt of pupil premium funding are not yet incorporating new vocabulary in their speech, as well as answering using limited words in sentences/ Conversational skills are not yet developed as expected.</p> <p><i>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. This continues to be the picture across the school.</i></p>
4	<p><u>School readiness</u></p> <p>Data: Entry 2025 all children; entry 2024 6/7 children; entry 2023 6/8 children reported to not being school ready on entry to school in September 23, 24, 25.</p> <p><i>There is a greater number of children who are in receipt of Pupil Premium funding than previous years who are not yet school ready. At Threemilestone,School the skills which are not yet developed in the last 3 cohorts of children include:</i></p> <ul style="list-style-type: none"> - <i>Not being able to use cutlery</i> - <i>Not being able to organise, plan and execute dressing</i> - <i>Unable to sit and attend</i> - <i>Unable to follow 1 step instructions</i> - <i>Not interested in books, not being able sit and listen and enjoy books</i> - <i>Limited curiosity in the world around them</i> - <i>Poor mark making</i> - <i>Limited knowledge of nursery rhymes and songs</i> - <i>Not having routines out of school</i>

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
<p><u>Challenge 1</u></p> <p><u>Attainment</u></p> <p>Children who are in receipt of Pupil Premium funding have improved outcomes at the end of KS2. These are increasing year on year, more rapidly than their peers.</p>	<p>Internal and external data will evidence incremental increases in attainment for all children in receipt of Pupil Premium funding</p> <p>2026 Data Predictions GLD – From early assessments, only 1 out of 4 children will reach GLD Y1 Phonics – 5/7 to pass the PSC MTC – 3/8 to achieve 25/25, 2 to achieve above 20 and 5 will not achieve 20+ Year 6 Reading EXS 8/12 GDS 0/12 Writing EXS 7/12 GDS 1/12 Maths EXS 7/12 GDS 1/12 Combined EXS 5/12 GDS 0/12</p> <p><i>Monitored by Maths leader, Reading leader, Writing leader, SLT – half termly progress meetings</i></p>
<p><u>Challenge 2</u></p> <p><u>Attendance and Punctuality</u></p> <p>Children who are eligible for Pupil Premium funding have high attendance</p>	<p>Attendance for children who are in receipt of Pupil Premium funding, and those who are not, are both above National Average, with the gap between pupils who are eligible and those who are not, if there is a gap, is less than 2%</p> <p><i>Monitored by Attendance Officer and Headteacher in fortnightly meetings, half termly meetings with TPAT EWO and reporting half termly to LMC</i></p>
<p><u>Challenge 3</u></p> <p><u>Speech and Language skills (including oracy and vocabulary)</u></p> <p>Children who are receipt of Pupil Premium funding have increased participation in learning and are able to sustain conversations with adults</p>	<p>A greater % of children who are in receipt of Pupil Premium funding Are involved in being actively engaged through conversation during lesson input.</p> <p>Targeted intervention programmes are in place to support speech and language development – using Language screening tool- Language Link - and raising achievement in children who are in receipt of Pupil Premium funding</p> <p>All children, including children who are in receipt of Pupil Premium funding, use the school’s agreed expectations for speaking (e.g. SHAPE – Sit up, Hands away from mouth, Articulation, Projection, Eye contact)</p> <p>Vocabulary in all curriculum areas is mapped out and visited at the start of every lesson, and children who are in receipt of Pupil Premium funding are monitored in this time with staff having high expectations for participation in ‘My turn, your turn’</p> <p>Children who are in receipt of Pupil Premium funding are able to initiate and sustain conversations with their peers and adults</p>

	<i>Monitored by SENDCO, SLT class teachers, EYFS team in half termly Progress meetings, weekly drop ins, observations</i>
Challenge 4 <u>School readiness</u>	<p>There is a strong transition process into school which includes:</p> <ul style="list-style-type: none"> - Pastoral knowledge shared - Welcome meetings - Stay and Play sessions - Nursery visits <p>Clear expectations shared with families</p> <ul style="list-style-type: none"> - Film clips, Government based resources, booklets <p>Startingreception.co.uk shared with families</p> <p>Early support is identified and positive relationships are prioritised from the start</p> <p>Barriers are identified by school to enable the setting to be easier to reach</p> <p><i>Monitored by SLT, EYFS Leads, LMC throughout Autumn term and evaluated before next year's transition planned</i></p>

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	<p>To maintain high quality teaching, CPD must be embedded. Incremental coaching is a coaching approach where progress is made step by step, focusing on small, manageable improvement over time. It focuses on gradual growth, continuous feedback, sustainability and confidence building. The TPAT Pedagogy Project/Model, based on WALKTHRUS focuses on a specific area of teaching each half term.</p> <p>STEPLAB TPAT pedagogy project</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> - Rosenshine's Principles of Instruction https://www.aft.org/sites/default/files/Rosenshine.pdf - EEF: Teaching & Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit 	1,
Primary Assessment Strategy	<p>Termly NFER Reading assessments and maths.co are used, analysed and inform future learning.</p> <p>Use of INSIGHT/SISRA/Juniper.</p>	1

	<p>Trust aligned pupil progress meetings to review pupil premium progress and provide intervention. Accurate assessment which identifies areas of strengths and areas where pupils need additional support Assessment is robust and provides quantitative measures and accurate indicative prediction of KS2 SATS outcomes. Summative assessments are reliable in providing timely information about the progress of individual pupils and cohorts, in relation to others Assessments allow progress to be tracked over time Assessments are used to measure the impact of interventions Writing clinics – 1:1 feedback to feed forward</p> <p><u>Evidence:</u> -EEF : making use of diagnostic assessment https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment</p>	
“Disadvantaged reading project”	<p>The TPAT Disadvantage Reading Project, initiated in September 2023 is a rigorous approach to teaching reading comprehension, focusing on vocabulary, retrieval and then inference. It is instructional in approach.</p> <p><u>Evidence:</u> Reach Schools: https://reachschools.uk/</p>	1, 3
Digital pedagogy for the Advantage Project	<p>IPad use in digital pedagogy in Primary schools impact positively on attainment. It focuses on equity (reducing barriers for children), engagement (boosting motivation and retention), personalised learning (supporting diverse learning needs), creativity (encouraging innovative thinking and expression), parental involvement (strengthens home-school connection).</p> <p><u>Evidence:</u> 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</p>	1
Access to NPQs and ECT support programme & professional development programme for support staff	<p>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. [researchschool.org.uk]</p>	1, 2, 3

	<p><u>Evidence:</u> About us – The National Institute of Teaching Educational Policy Institute - The effects of high quality professional development on teachers and students https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/ EEF: SEN In Mainstream Schools Special Educational Needs in Mainstream Schools EEF</p>	
Mastering number/Maths Hub training programmes	<p>Mastering Number builds number sense early, developing fluency, flexibility and confidence with numbers EYFS-Y2. The programme also supports language development which is crucial for many children who are in receipt of Pupil Premium funding. High quality CPD is available and is a systematic and inclusive approach to learning. There is evidence that it closes the gap.</p> <p><u>Evidence:</u> Mastering Number: Building Strong Foundations in Early Years [www.ncetm.org.uk]</p>	1
ShREC to support EYFS	<p>ShREC is a framework to support high quality adult-child interactions, especially during play and learning activities: Share attention, respond, Expand, connect</p> <p><u>Evidence:</u> https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach</p>	1, 3, 4
Agenda in PPA time / Staff training / SLT	<p>Having the discussion about children who are in receipt of Pupil Premium funding scheduled into an agenda, raises the profile of the children as individuals, their attainment, as well as their relationships, safeguarding, behaviour and engagement with school and their peers. This shows visible leadership and commitment, as well as a culture of high expectations.</p> <p><u>Evidence</u> DFE https://assets.publishing.service.gov.uk/media/5a7f203840f0b62305b853ac/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf EEF: https://educationendowmentfoundation.org.uk/using-pupil-premium Hampshire services: https://leadership.hias.hants.gov.uk/pluginfile.php/5746/mod_resource/content/1/HIAS%20Moodle+%20Evaluating%20the%20impact%20of%20Pupil%20Premium%20funding%20in%20your%20school.pdf</p>	1,2, 3
Attendance rewards	<p>These rewards boost motivation and engagement, improves attendance and supports academic attainment. It also fosters a positive whole school culture.</p>	2

	<p><i>Evidence</i></p> <p>Attendance works https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf</p> <p>EEF Attendance and reading https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</p>	
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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	<p>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.</p> <p><i>Evidence:</i> 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 <u>0</u> 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</p>	1, 2

<p>Targeted deployment of teaching assistants</p>	<p>Deployment of TAs in the classroom improves academic progress (esp in literacy and early years), support emotional regulation, inclusion and engagement and reduces teacher workload and improves classroom management</p> <p>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</p>	<p>1, 3, 4</p>
<p>Use of key apps & online programme— iMovie/keynote/ev everyone can create materials/ TTRS / Spelling Shed</p>	<p>There is evidence starting to gather that TTRS can improve educational outcomes for disadvantaged children/ There could be improved maths fluency, increased engagement and potential to close gaps. This is the same for other educational Apps or online platform</p> <p>Evidence: TTRS https://trockstars.com/data_files/file_4348e17497591ba2630d5bd8ff528e56.pdf Spelling Shed https://blog.edshed.com/spelling-shed-wins-a-bett-award/</p>	<p>1</p>
<p>Language buildings activities (storytelling, story baskets, rhyming games and songs, role play, I spy,</p>	<p>These games all develop vocabulary, expressive language, sequencing and language building activities. They also develop empathy, confident and communication.</p> <p>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 Talk Boost https://ican.org.uk/training-licensing/talk-boost-ks1/</p>	<p>1, 4</p>
<p>Targeted English and Maths interventions e.g. RWI / Little Wandle, Mastering number</p>	<p>Many targeted programmes include a structured teaching of strategies, focus on vocabulary and improve fluency in both English and maths.</p> <p>Evidence: Literacy Trust https://literacytrust.org.uk/programmes/interventions/ Parliament https://publications.parliament.uk/pa/cm5901/cmselect/cmpublic/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</p>	<p>1</p>
<p>Revision support programme (KS2)</p>	<p>School based revision support programme, responsive to individual targets and QLA</p>	<p>1</p>

	<p><u>Evidence</u> 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</p>	
Attendance support	<p>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</p> <p><u>Evidence</u> 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</p>	1, 2
Music Hub	<p>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)</p> <p><u>Evidence:</u> 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</p>	1

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	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.	1,2, 3

residential, trips and visit	<p>Evidence: - EEF: Closing the Attainment Gap https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap</p>	
Extracurricular clubs (employing provider/ TA for dance, gardening)	<p>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.</p> <p>Evidence: - EEF: 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</p>	1, 2
TPAT attendance strategy	<p>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.</p> <p>Evidence: Attendance - TPAT ConnectED/ https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	1, 2,
Funding children for breakfast club	<p>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.</p> <p>Evidence: Benefits of Breakfast Club https://www.gov.uk/government/case-studies/benefits-of-breakfast-clubs</p>	1, 2, 4
Tracking of Personal development	<p>Tracking personal development can increase educational outcomes by identification of barriers to learning, improved attendance and behaviour, identifying interventions</p> <p>Evidence: NGA: Widening the Lens toolkit https://www.nga.org.uk/media/ypchvl3f/nao-study-supporting-the-attainment-of-disadvantaged-children-in-educational-settings.pdf NFER tracking: supporting disadvantaged pupils https://assets.publishing.service.gov.uk/media/5a80d031ed915d74e33fc8de/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	1, 2
Music Hub	<p>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)</p> <p>Evidence: EEF: Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Cambridge University Press</p>	1, 2

	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	
Parental Engagement	<p>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.</p> <p><u>Evidence:</u> 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/pwajjq3/oupp02.pdf Reach Schools - The home of Reach Schools in West London/ Parental engagement EE</p>	1, 3, 4

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Intended outcome	Success criteria	25-26	26-27	27-28
<p>Challenge 1 <u>Attainment</u></p> <p>Children who are in receipt of Pupil Premium funding have improved outcomes at the end of KS2. These are increasing year on year, more rapidly than their peers.</p>	<p>Internal and external data will evidence incremental increases in attainment for all children in receipt of Pupil Premium funding</p> <p>2026 Data Predictions</p> <p>GLD – From early assessments, only 1 out of 4 children will reach GLD</p> <p>Y1 Phonics – 5/7 to pass the PSC</p> <p>MTC – 3/8 to achieve 25/25, 2 to achieve above 20 and 5 will not achieve 20+</p> <p>Year 6</p> <p>Reading EXS 8/12 GDS 0/12</p> <p>Writing EXS 7/12 GDS 1/12</p> <p>Maths EXS 7/12 GDS 1/12</p> <p>Combined EXS 5/12 GDS 0/12</p>			

	<i>Monitored by Maths leader, Reading leader, Writing leader, SLT – half termly progress meetings</i>			
<p><u>Challenge 2</u> <u>Attendance and Punctuality</u></p> <p>Children who are eligible for Pupil Premium funding have high attendance and arrive to school on time</p>	<p>Attendance for children who are in receipt of Pupil Premium funding, and those who are not, are both above National Average, with the gap between pupils who are eligible and those who are not, if there is a gap, is less than 2%</p> <p><i>Monitored by Attendance Officer and Headteacher in fortnightly meetings, half termly meetings with TPAT EWO and reporting half termly to LMC</i></p>			
<p><u>Challenge 3</u></p> <p><u>Speech and Language skills (including oracy and vocabulary)</u></p> <p>Children’s Speech and Language skills are in line with age related expectation e.g. at the end of EYFS</p> <p>Children who are receipt of Pupil Premium funding have increased participation in learning and are able to sustain conversations with adults</p>	<p>A greater % of children who are in receipt of Pupil Premium funding reach ELG for Listening, Attention and Understanding and Speaking unless a SEND need has been identified</p> <p>Targeted intervention programmes are in place to support speech and language development – using Language screening tool e.g. Wellcomm / Language Link and raising achievement in children who are in receipt of Pupil Premium funding</p> <p>All children who are in receipt of Pupil Premium funding identified on the Baseline screening at the beginning of EYFS will make progress in their interventions and achieve their set target before they progress to Year 1.</p> <p>All children, including children who are in receipt of Pupil Premium funding, use the school’s agreed expectations for speaking (e.g. SHAPE – Sit up, Hands away from mouth, Articulation, Projection, Eye contact)</p> <p>Vocabulary in all curriculum areas is mapped out and visited at the start of every lesson, and children who are in receipt of Pupil Premium funding are monitored in this time with staff having high expectations for participation in ‘My turn, your turn’</p> <p>Children who are in receipt of Pupil Premium funding are able to initiate and sustain conversations with their peers and adults</p> <p><i>Monitored by SENDCO, SLT class teachers, EYFS team in half termly Progress meetings, weekly drop ins, observations</i></p>			
<p><u>Challenge 4</u> <u>School readiness</u></p>	<p>There is a strong transition process into school which includes:</p> <ul style="list-style-type: none"> - Pastoral knowledge shared - Home visits to gather information which leads to supporting children - Welcome meetings - Stay and Play sessions - Nursery visits <p>Clear expectations shared with families</p> <ul style="list-style-type: none"> - Film clips, Government based resources, booklets <p>Early support is identified and positive relationships are prioritised from the start</p> <p>Barriers are identified by school to enable the setting to be easier to reach</p> <p><i>Monitored by SLT, EYFS Leads, LMC throughout Autumn term and evaluated before next year’s transition planned</i></p>			

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
Little Wandle	
TT Rockstars	Maths Circle
White Rose	White Rose
EdShed	
Language Link	Speech and Language Link

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?	