

# Pupil Premium Strategy Statement 2025/26



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	Breage C of E Primary School
Number of pupils in school	39
Proportion (%) of pupil premium eligible pupils	33% - 15 pupils R – 1 pupil Yr 2 – 4 Yr 3 – 3 Yr 4 – 2 Yr 5 – 1 Yr 6 - 4
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Demelza Bolton
Pupil premium lead	Lisa Holliehead
Governor / Trustee lead	Aspire Trust Board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,880
Recovery premium funding allocation this academic year	n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	n/a
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£18,880

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision is to be a caring and loving school where children are equipped to flourish in the real world and beyond. Our chosen Christian values of happiness, respect, care, forgiveness, friendship and honesty are at the heart of the daily experiences of our pupils and our special Bible verse '*We flourish when we help others flourish*' (Jeremiah 29:4-7) underpins all that we do.

As a Church of England Academy, we whole-heartedly embrace the Church's vision for education; educating for wisdom, hope, community and dignity. Here at Breage C of E Primary School, our aim is to develop and nurture the character of our pupils whilst developing a love of lifelong learning and curiosity.

At Breage C of E Primary School we have created a package of support aimed to tackle a range of barriers to ensure all pupils flourish. We aim to:

- Provide learning experiences which meet the needs of all pupils.
- Establish further provision to support the cognitive and emotional needs of identified pupils.
- Provide support for disadvantaged families (including signposting to services and attendance).

**Our approach focuses on the following key principles:**

### 1. High-Quality Teaching:

We believe that high-quality teaching benefits all students. Through continuous professional development, we will ensure that our teachers are equipped with the skills and knowledge to support all learners. This is regularly and monitored are staff are deployed according to need. **CPD plan in place - Walkthrus, coaching based on teaching and learning, Trust leader coaching and modelling, clear accountability**

### 2. Targeted Support:

We will provide tailored interventions for pupils in areas such as literacy, numeracy, and emotional well-being. These interventions will be carefully tracked and adjusted as needed to ensure their effectiveness. We know that the most effective feedback is 'in the moment' and skilfully use our staff to support this. **Pupil progress meetings. NTS assessments. Curriculum review termly. Changes to writing curriculum.**

### 3. Engagement and Enrichment:

We aim to provide children with the same opportunities for enrichment and engagement as their peers, including extracurricular activities, trips, and experiences that broaden their horizons and build their self-confidence. **All now tracked, including the attendance of pupils. Extra opportunities included for both clubs and trips. Support for disadvantaged pupils. Pupil trip to London**

### 4. Parental and Community Involvement:

We recognise the importance of working in partnership with parents and the local community. Through regular communication, workshops, and opportunities for parental involvement, we will ensure families are supported in their child's learning and development. **Christmas Light Switch On, Christmas**

Carol Service, Y6 Leavers Service, Visit Helston Food Bank - harvest celebration, Harvest Festival church service, KS1 have done a parent assembly, Meet the teacher meetings/presentations, Sports Day, Breage Village Festival (Autumn term 1), SATs meetings, Reverend visits on Thursday's collective worship days, Cross Country events are cross-school, cross-school sports days, Will Keating singing days, Falmouth Uni Orchestra workshops.

**Impact and Evaluation:** The impact of our Pupil Premium spending will be monitored closely through regular assessments of pupil progress, feedback from staff, discussions with pupils and their families and analysis of achievement data. We will adapt our strategies based on these evaluations to ensure the best possible outcomes for all pupils.

In summary, the Pupil Premium funding will be used to create an environment where all students, regardless of their background, are given the support, resources, and opportunities they need to succeed. Through robust monitoring and evaluation, we ensure students are equipped with the foundations for lifelong success.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Outcomes:</b> Although variations in cohort size, data trends show that disadvantaged pupils attainment is below their peers in reading, writing and maths.
2	<b>Speech, Language, and Communication Needs:</b> On entry data and through conversations with pupils, a number of pupils experience difficulties with speech, language, and communication, which can impact their ability to engage fully in class discussions, understand instructions, or develop key literacy skills. Early intervention is crucial to address these needs
3	<b>Social and Emotional Well-being:</b> Through discussion with pupils, their families and monitoring of external agency support, a number pupils face challenges related to mental health, anxiety, or family issues that can affect their emotional well-being and their ability to focus on learning. Without targeted support for emotional resilience and well-being, these students may struggle to reach their potential.
4	<b>Attendance and Punctuality Issues:</b>

	<p>Attendance monitoring shows some disadvantaged pupils face barriers to regular attendance, such as family circumstances, financial constraints, or health-related issues. Poor attendance and lateness can disrupt learning and hinder progress, leading to gaps in knowledge and skills.</p> <p>Trends in attendance demonstrate that, in 2024/25 the attendance gap widened for disadvantaged pupils as whole school attendance rose, there was a relative decline for pp pupils.</p>
5	<p><b>Enrichment and Cultural Capital:</b></p> <p>Through pupil discussions, it has been identified that some pupils may not have access to the same extracurricular opportunities or experiences outside of school that support personal development, broaden their horizons, or build confidence. This can limit their exposure to a wide range of ideas, cultures, and career aspirations.</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
Improved outcomes for <b>Reading, Writing and Maths</b> in KS2 assessments.	<p>Outcomes for children without additional needs will be in line with National data for all statutory assessments.</p> <p>All children will make good progress from their starting points.</p>
Improved <b>language and communication</b> skills/wider vocabulary	<p>Welcomm will be used effectively to target and address areas of need from entry</p> <p>Children in EYFS and beyond will be able to communicate effectively with other children and adults.</p> <p>Children in EYFS will make expected or above average progress in language and communication based on their starting points</p> <p>Children across the school will be able to use vocabulary appropriate to the subject they are conversing or writing about – vocabulary across the school is built into every lesson</p> <p>Outcomes in Reading, Writing and Maths will show progress from children's starting points – due to small cohort this data is suppressed for 2025 (3 pupils)</p>
<b>Self-regulation</b>	Fewer incidents of dysregulated behaviour

<p>All Pupil Premium children will have clear strategies for coping in the face of challenge. They will approach new learning experiences with a sense of confidence and wonder. Children will be articulate about the strategies they employ in the face of challenge. They will not let setbacks derail their learning and equate such events as opportunities to learn from.</p>	<p>Fewer incidents of children leaving classrooms - successful</p> <p>Pupil voice is positive about behaviour and learning in school – <b>this is positive and pupils speak about improved conduct and behaviour</b></p> <p>Pupil conferencing references strategies taught.</p>
<p>Improve PP children’s <b>attendance</b> at school and arrival on time for learning.</p>	<p>PP children’s attendance will be in line with other children</p> <p>Most children will attend school on time and incidences of lateness will be rare.</p> <p>Swift action will be taken to tackle lateness and inform parents of the implications lateness has on learning - <b>action taken inline with policy</b></p>
<p>Children will access experiences outside of the curriculum to develop their <b>cultural capital</b> and their language/vocabulary.</p> <p>Children will access collaborative learning opportunities through <b>wider experiences</b>.</p>	<p>A wide range of free (or very low cost) extra-curricular activities are available to all pupils - <b>improving</b></p> <p>Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum. To include: Music opportunities, residential, trips, clubs – <b>more extra-curricular clubs on offer with a good uptake. Tracked in school.</b></p> <p>Children will have the vocabulary to discuss their experiences from the above opportunities demonstrating a gain in their cultural capital.</p> <p>Children will have gained new aspirations or developed ideas about existing aspirations (evidenced via Pupil voice)</p>

### Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous Professional Development to improve high quality first wave teaching and support from all staff. Fund ongoing teacher training release time/overtime for staff.	<p>The evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/supportforschools/school-improvement-planning/1-highqualityteaching">https://educationendowmentfoundation.org.uk/supportforschools/school-improvement-planning/1-highqualityteaching</a></p>	1 2
Retention of support staff. Identified pupils to access additional support in reading, writing & maths	<p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils (EEF – Teaching Assistant Interventions).</p>	1 2
Ensure consistently good <b>provision</b> in Reception to ensure all pupils get off to a flying start.	<p>EEF Toolkit recommendations:</p> <p>Oral language interventions :Very high impact based on extensive evidence</p> <p>Consistently good provision (environment, assessments &amp; practice) provides communication experiences, language development, reading and writing progress.</p> <p><a href="#">Oral language interventions   EEF</a></p> <p>The systemic review commissioned by the EEF ‘Early Language Development’ reinforces the above approaches to be in line with</p>	1 2

	<p>best practice, especially in terms of adult interactions – hence the need for additional staff to model this.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</a></p> <p>EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.</p> <p><a href="#">Early Years Toolkit   EEF</a></p>	
<p>Training for <b>RWI leader</b> with trust English lead to ensure phonics teaching is of the highest quality. -</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial.</p> <p>EEF toolkit (+ 5 months)</p> <p>Phonics teaching has a positive impact overall with very extensive evidence. Important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>1 2</p>
<p><b>English Reading comprehension</b></p> <p>Revisit and provide whole staff CPD in the explicit teaching of strategies to aid reading comprehension in line with VIPERS approach. Focus on teaching of vocabulary – <b>built into slide structure.</b></p> <p><b>Grammarsaurus</b> purchased – writing and spellings</p>	<p>EEF toolkit (+6 months)</p> <p>Reading comprehension strategies very high impact with extensive evidence</p> <p>Reading strategies are taught explicitly and consistently.</p> <p><a href="#">Reading comprehension strategies   EEF</a></p> <p>(EEF) Oral languages might include:</p> <ul style="list-style-type: none"> <li>• Targeted reading aloud and book discussion with young children</li> <li>• Explicitly extending pupil’s spoken vocabulary</li> <li>• The use of structured questioning to develop reading comprehension</li> <li>• The use of purposeful, curriculum-focused, dialogue and interaction</li> </ul> <p><a href="#">Oral language interventions   EEF</a></p> <p>EEF toolkit (+6 months)</p> <p>Reading comprehension strategies very high impact with extensive evidence</p>	<p>1 2</p>

<b>Morrells Handwriting – purchased</b>		
Training and release time for maths lead to work alongside the trust maths lead and ensure maths teaching is of the highest quality by learning through mastery.	<p>EEF toolkit (+5 months)</p> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p>	

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

Budgeted cost: £8,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further catch up delivered focussing on basic skills across KS2. Reading and Maths – a combination of in the moment support and feedback and dedicated intervention time. MTC progress over time.</p> <p>Phonics 5x afternoons per week</p> <p>Regular tracking of pupils and any areas to address to minimise any further falling behind peers.</p>	<p>EEF Toolkit</p> <p>Individualised instruction – moderate impact (+4 months)  <a href="#">Individualised instruction   EEF</a></p> <p>Reading comprehension strategies – very high impact based on extensive evidence (+ 6 months)  <a href="#">Reading comprehension strategies   EEF</a></p> <p>Small group tuition -moderate impact based on moderate impact (+4 months)</p> <p>Phonics - high impact based on very extensive evidence (+5 months)  +5</p>	<p>1</p> <p>2</p> <p>3</p>
<b>Interventions:</b>	EEF Toolkit	1



Target children who have gaps in their learning allowing them to catch up/keep up	<a href="#">Making Best Use of Teaching Assistants   EEF</a> Moderate impact for moderate cost based on moderate evidence Teaching assistant interventions Targeted deployment and training lead to higher impact.	2 3
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1100

Activity	Evidence that supports this approach	Challenge number(s) addressed
A range of <b>clubs</b> to be run after school  TAs paid overtime to run these clubs alongside teaching staff	EEF toolkit - Social and Emotional Development (Average impact +4 months) Arts participation (+2 months) Behaviour interventions- (moderate impact +3 months) <a href="#">Social and emotional learning   EEF</a>	3 4 5
<b>Attendance</b> Work with Aspire school attendance officer/EWO to monitor attendance and lateness.  Meet half termly to identify families.  <b>Communicate</b> with these families via face to face conversations and follow the procedures for high levels of absence.  <b>Encourage</b> families to work with us to improve attendance.	EEF  Parental engagement +4 months <a href="#">Parental engagement   EEF</a>	3 4 5
<b>SEMH support</b> Motional Screening and activity programme created	EEF toolkit - Social and Emotional Development (Average impact +4 months) Arts participation (+2 months) Behaviour interventions- (moderate impact +3 months)	2 3 4 5

Boxall profiles	<a href="#">Social and emotional learning   EEF</a>	
External support sought	<p>TheTrauma informed approaches which aim to have a relational understanding of the specific child's needs, focus on building positive relationships, and having clear consistently applied whole school approach to rewards and sanctions, along with effective routines, mirrors the findings and recommendations from the EEF improving behaviour in schools.</p> <p><a href="https://www.traumainformedschools.co.uk/">https://www.traumainformedschools.co.uk/</a></p> <p>There is extensive evidence associated with improving children's emotional and social skills with academic support. The EEF recognise this through their research in to social and emotional learning, stating that when delivered effectively, can have up to +4months progress within a year.</p>	

**Total budgeted cost: £18, 880**

## 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.

#### Outcomes (Reviewed July 26)

Teachers and support staff now received planned CPD and engage well with the Aspire network leads

School have implemented Grammarsaurs for writing, reading and spelling

Developed the use of White Rose Maths with support from the trust

Trust and Kernow English hub provided support with implementation of approach to teaching reading comprehension and Phonics.

Significant work undertaken with cluster of small local schools to craft a bespoke curriculum

Trust has bought into Insight as a tracking tool and pupil progress meetings are now consistent across the trust and supported by the Schools Strategic Partner as part of monitoring.

Due to small variable cohort sizes the gap between disadvantaged and other is variable. Over a three year trend it is -40 for reading, -38 for writing and -50 for maths.

Pupils scored above the national average in the MTC (22.4) and the three year trend shows the school close to the national average.

57% of pupils in year 1 passed the phonics screening check and 100% by the end of year 2.  
25% of pupil premium pupils passed.

School are adopting the Aspire 10 teaching pedagogy to improve quality first teaching.

TIS and ELSA support is in place for identified pupils.

TIS approaches and strategies are established across the whole-school, through staff training and coaching.

Whole school attendance is back to pre-pandemic levels, 1.2% below the national figure. Although below for disadvantaged pupils, this is carefully tracked by school. Schools whole school persistent absence is decreasing and below pre-pandemic %, however due to individual pupils, this has risen for the disadvantaged. School works hard with individual families and external services to support and improve attendance.

Pupils enjoy school and benefit from the **learning and enrichment opportunities** on offer as part of our school curriculum. All pupils will attend equally well.

Where pupils do not attend equally well, this is tracked inline with the attendance policy and support from the EWO if deemed necessary.

**Improved language and communication** skills/wider vocabulary. Wellcomm is used to screen all children and provide support for any children identified as at risk.

Pupils have a Welcomm Screening on arrival to the school EYFS setting. It is intended that this is then tracked termly.

**Self-regulation** - All children will have clear strategies for coping in the face of challenge and be resilient learners. They will approach new learning experiences with a sense of confidence and wonder. Children will be articulate about the strategies they employ in the face of challenge. They will not let setbacks derail their learning and equate such events as opportunities to learn from.

Children access experiences outside of the curriculum to develop their **cultural capital** and their language/vocabulary. Children access collaborative learning opportunities through **wider experiences**. Children accessed a wide range of sporting activities aimed at all levels of participants.

Trips, visits and experiences tracking.

## Externally provided programmes

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

Programme	Provider
Rapid Catch Up	Little Wandle
Maths Catch Up	Number Sense
Grammarsaurus	Grammarsaurus
Trauma Informed Schools	Trauma Informed Schools

## 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?	As above

What was the impact of that spending on service pupil premium eligible pupils?	As above.
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