Truro and Penwith Academy Trust

Sennen School

Primary Disadvantage Strategy
Academic Year 2025-2028

Truro & Penwith Academy Trust

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, achieves high standards across all areas of learning. Our Pupil Premium strategy is focused on providing targeted support for children who are in receipt of Pupil Premium funding to help them reach ambitious academic outcomes. We are committed to ensuring that all children who are in receipt of Pupil Premium funding are supported to achieve the highest outcomes possible and to thrive within a culture of high expectations.

We understand that some children may 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 children, whether in receipt of Pupil Premium or not, with a focus on high-quality, 'quality-first' teaching. This ensures that these children receive the specific support they need, helping to eliminate the attainment gap while benefiting all children. 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 children who are in receipt of Pupil Premium funding, and those who are not. Each approach we adopt complements the others, working together to help all children achieve their full potential.

To ensure they are effective we will:

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

Challenges

This section details the key challenges to achievement that TPAT schools have identified for our children who are in receipt of Pupil Premium funding.

	Detail of challenge
1	**Attainment data - Data source: 2024/25**

KS2	All children	Pupil Premium	KS1	All children	Pupil Premium
Reading	76%	80%	Reading	77%	66%
Writing	71%	60%	Writing	69%	66%
Maths	59%	40%	Maths	69%	66%

KS2 RWM combined:
All chn 53% and PP 40% (2/5 chn)

KS1	All children	Pupil Premium
Phonics	100%	100%

EYFS	All children	Pupil Premium
Phonics	75%	67%

MTC check	All children	Pupil Premium
Phonics	100%	100%

Key Stage 2 data shows children who are pupil premium are performing well in reading with 80% of children assessed as working at the expected standard (4 out of 5 chn). In KS1, 2 out of 3 pupil premium children met the expected standard (66%).

Phonics results were strong with all pupil premium children meeting threshold. The continued teaching focus , rigorous approach and careful monitoring is supporting this improvement for our pupil premium children.

Attainment data shows that children who are pupil premium did not perform as well in writing and maths at the end of KS2, with 60% (3 out of 5 chn) meeting the expected standard for writing and 40% (2 out of 5 chn) for maths.

Attainment data shows that in some year groups there continues to be a gap between children who are in receipt of Pupil Premium funding and their peers. This can be seen particularly in Years 3 and 4. We have identified that improved assessment and tracking will support gains in attainment, as this will support targeted learning. Additional support in maths, spelling, punctuation and grammar would support pupils to access their education and improve outcomes.

2	**Attendance and Punctuality 2024-2025** Data: Attendance for all 2024/2025: **93.6%** Attendance for children who in receipt of Pupil Premium funding: **92.5%** Attendance for children who are not in receipt of Pupil Premium funding **93.8%** 6 children who are in receipt of Pupil Premium funding were persistently absent in 2024/25 with 2 children who were in receipt of Pupil Premium funding who need support with punctuality Whole school attendance was lower than the local and national average, and pupil premium children were slighter lower but not significantly so. The difference between PP and Non-PP in 2024/25 was 1.3%. However, when looking at individual children, attendance patterns and periods of absence remain a concern and this is an area of challenge for the school as missed learning is contributing to gaps in attainment. The school fully implemented the TPAT tiered approach in 2024/24 and this supporting improved attendance overall. We intend that children who are in receipt of Pupil Premium funding will attend as highly as their peers.
3	**Developing confidence and resilience** Through discussion at termly Pupil Progress meeting, staff and leaders have identified the need to support, some but not all, of our pupil premium children with their confidence and resilience. This challenge area also stems from discussions with parents. We would also like to see an increase in the number of children who are eligible for pupil premium funding to take part in our after school clubs and sporting events.

Intended outcomes

This section explains the outcomes our school is aiming for **by the end of our current strategy plan**, and how we will evaluate whether these have been achieved.

Intended outcome	Success criteria
Challenge 1 **Attainment** 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.	Internal and external data will evidence incremental increases in attainment for all children in receipt of Pupil Premium funding: We aspire to raise standards for all children, including children who are eligible for pupil premium funding and aim to ensure the following overtime through diagnostics, tracking and targeted support: Top level aims: - By the end of 2025/2026, all year groups will achieve 55% in RWM - By the end of 2026/2027, all year groups will achieve 65% in RWM - By the end of 2027/2028, all year groups will achieve 75% in RWM Tracking and monitoring of attainment for each subject will be undertaken by the Senior team and Reading, Writing and Maths Leads.

Challenge 2 **Attendance and Punctuality** Children who are eligible for Pupil Premium funding have high attendance and arrive to school on time	Attendance for children who are in receipt of Pupil Premium funding, and those who are not, are both above National Average. The number of children who are in receipt of Pupil Premium funding, who are persistently absent is less than the National average, and no higher than 8% There will be a reduced number of children who are in receipt of Pupil Premium funding, at Tier 1 / Tier 2 / Tier 3 of the Attendance Strategy. There will be a reduced number of parents of children who are in receipt of Pupil Premium funding, receiving fixed penalty notices. Monitored by Headteacher and Trust attendance team
Challenge 3 **Confidence and resilience** Children who are eligible for Pupil Premium funding have high engagement in wider school life and have support in developing confidence and resilience	Children receive additional targeted support, where referrals are accepted, to support with emotional wellbeing and resilience through the school's Mental Health Practitioner Strong relationships built on trust and respect are formed between school and home ensuring best outcomes for each child There is an increase in the uptake of extracurricular activities for children who are in receipt of pupil premium funding Pupils have an active engagement in school life, such as House Captains and Champions (Eco, Sports and Learning).

Activity in this academic year (2025-2026)

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 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. STEPLAB TPAT pedagogy project ***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	1, 3
Primary Assessment Strategy	Termly NfER Reading assessments and maths.co are used, analysed and inform future learning. Use of INSIGHT/SISRA/Juniper. 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 quantitate 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 IDL / Baselines/ NARA / screening tools ***Evidence:*** **-EEF : making use of diagnostic assessment** https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment	1
Digital pedagogy for the Advantage Project	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). ***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, 2, 3

Engagement & participation of all children	Use Strategies from Walkthrus to ensure high engagement and participation and monitored. When children are attending to learning, they are able to know more, do more and understand more. ***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	1, 3
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/ **EEF: SEN In Mainstream Schools** Special Educational Needs in Mainstream Schools | EEF	1, 3
Mastering number/Maths Hub training programmes	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 is closes the gap. ***Evidence:*** **Mastering Number: Building Strong Foundations in Early Years** [www.ncetm.org.uk]	1, 2, 3
ShREC to support EYFS	ShREC is a framework to support high quality adult-child interactions, especially during play and learning activities: Share attention, respond, Expand, connect ***Evidence:*** https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach	1, 3
Agenda in PPA time / Staff training / SLT	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. ***Evidence*** **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	1, 2, 3

Behaviour and rewards strategy	Having clear behaviour systems including positive rewards impacts positively on all children, especially those in receipt of Pupil Premium funding. With clear processes and systems, there is improved engagement and learning, supporting those who may struggle with self-regulation, as well as positive reinforcement builds motivation, ensuring that children feel recognised and valued. When positive behaviour strategies are used well, it impacts positively on attendance and reduces exclusions and suspension. Creating a safe and predictable environment, improves children's ability to focus and succeed and supports children with anxiety or mental health difficulty ***Evidence:*** **EEF: Improving Behaviour in schools** https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour **Neurolaunch: Positive behaviour rewards** https://neurolaunch.com/positive-behavior-rewards/ **Positive behaviour support project** https://wvpbis.org/wp-content/uploads/Rewarding-Appropriate-Behavior.pdf	1, 2, 3
Attendance rewards	These rewards boost motivation and engagement, improves attendance and supports academic attainment. It also fosters a positive whole school culture. ***Evidence*** **Attendance works** https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf **EEF Attendance and reading** https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools	1, 2, 3

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. School specific interventions may include, subject to individual need: • IDL learning platform for Reading and Maths • Phonics Booster groups • Fresh Start reading and writing programme (booster KS2) • Daily Reading • Handwriting targeted support • Lego Therapy • Nurture sessions through the PINs project ***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	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 ***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	1, 2, 3
Deployment of iPads to support PP in school	The school uses Ipads in school for specific targeted intervention. ***Evidence:*** Teaching and Learning Toolkit | EEF **Apple Education support** https://www.apple.com/education/docs/ipad-mac-in-education-results.pdf	1, 2,3
Use of key apps and online programme– iMovie/keynote /everyone can	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	1, 2, 3,

create materials/ TTRS / Spelling Shed	IDL for reading and maths TTRS Letter Join BBC dance maths for typing fluency Apps linked to the Trust Advantage project ***Evidence:*** **TTRS** https://ttrockstars.com/data_files/file_4348e17497591ba2630d5bd8ff528e56.pdf **Spelling Shed** https://blog.edshed.com/spelling-shed-wins-a-bett-award/	
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, 3
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, 2, 3
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
Mental health support - EMHP	Mental health support can improve wellbeing, attendance and academic outcomes. Education Mental Health Practioners (EMHP) work in schools deliver interventions such as CBT (NHS). Mental Health Support Teams (MHST) offer 1:1 or group sessions, staff training or whole school strategies. There are also charity based programmes such as Place2b or Barnado's. ***Evidence*** **EMHP**	1, 2, 3

	https://www.healthcareers.nhs.uk/explore-roles/psychological-therapies/roles-psychological-therapies/education-mental-health-practitioner **MHST** https://evidence.nihr.ac.uk/alert/mental-health-support-in-schools-is-well-received-but-challenges-remain/ **PLace2b** https://www.place2be.org.uk/our-services/services-in-schools/mental-health-support-in-schools **Barnardo's** https://www.barnardos.org.uk/sites/default/files/2024-03/24745_ProvidingMentalHealthSupportinSchools_Booklet_final.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, 3

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 run by staff and parents	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 **EEF Subsidising enrichment** https://educationendowmentfoundation.org.uk/news/eef-blog-what-does-the-evidence-say-about-enrichment	1, 2, 3

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, 3
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 https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	1, 2 , 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** https://assets.publishing.service.gov.uk/media/5a80d031ed915d74e33fc8de/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf	1, 2, 3
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, 3
Relational approaches	Relational approaches focusing on building strong, supportive relationships can significantly improve educational attainment, especially for children who are eligible for pupil premium ***Evidence:*** **Relational Approaches to Education – The Arc** https://the-arc.org.uk/Media/relational-approaches-a-definition.pdf Trauma Informed Schools UK https://www.thriveapproach.com/	1, 2, 3
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. Series of parent workshops run with PINs project and the school's Mental Health Practitioner addressing common themes. ***Evidence:*** **EEF: Parental Engagement**	1, 2, 3

	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	
Forest school Beach 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. The school is also invested in giving all children the opportunity of experiencing learning at the beach, as this is a special and unique place for Sennen. This includes surf lessons. ***Evidence:*** **Early child developmental and care: forest schools** https://www.tandfonline.com/doi/pdf/10.1080/03004430.2018.1446430	1, 2, 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 **Attainment** 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.	Internal and external data will evidence incremental increases in attainment for all children in receipt of Pupil Premium funding: We aspire to raise standards for all children, including children who are eligible for pupil premium funding and aim to ensure the following overtime through diagnostics, tracking and targeted support: Top level aims: - By the end of 2025/2026, all year groups will achieve 55% in RWM - By the end of 2026/2027, all year groups will achieve 65% in RWM - By the end of 2027/2028, all year groups will achieve 75% in RWM Tracking and monitoring of attainment for each subject will be undertaken by the Senior team and Reading, Writing and Maths Leads.			

Challenge 2 **Attendance and Punctuality** Children who are eligible for Pupil Premium funding have high attendance and arrive to school on time	Attendance for children who are in receipt of Pupil Premium funding, and those who are not, are both above National Average. The number of children who are in receipt of Pupil Premium funding, who are persistently absent is less than the National average, and no higher than 8% There will be a reduced number of children who are in receipt of Pupil Premium funding, at Tier 1 / Tier 2 / Tier 3 of the Attendance Strategy. There will be a reduced number of parents of children who are in receipt of Pupil Premium funding, receiving fixed penalty notices. Monitored by Headteacher and Trust attendance team			
Challenge 3 **Confidence and resilience** Children who are eligible for Pupil Premium funding have high engagement in wider school life and have support in developing confidence and resilience	Children receive additional targeted support, where referrals are accepted, to support with emotional wellbeing and resilience through the school's Mental Health Practitioner Strong relationships built on trust and respect are formed between school and home ensuring best outcomes for each child There is an increase in the uptake of extracurricular activities for children who are in receipt of pupil premium funding Pupils have an active engagement in school life, such as House Captains and Champions (Eco, Sports and Learning).			

Attainment Tracking Overtime

EYFS Good Level of Development

	2025	2026	2027	2028
All children				
PP				
Non PP				

Phonics

	2025	2026	2027	2028
All children				
PP				
Non PP				

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												
PP												
Non PP												

KS2 reading

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All children								
PP								
Non PP								

KS2 writing

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All children								
PP								
Non PP								

KS2 Maths

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All children								
PP								
Non PP								

KS2 COMBINED

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All children								
PP								
Non PP								