

Pupil premium strategy statement – Trannack Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	31
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	28.11.25
Date on which it will be reviewed	November 2025
Statement authorised by	Adam Boyes
Pupil premium lead(s)	Adam Boyes
Governor / Trustee lead	Debra Hoskins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,040
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£27,040

Part A: Pupil premium strategy plan

Statement of intent

At Trannack Primary School, we have the highest expectations for all of our children, including our vulnerable cohorts. Our focus on the whole child ensures that we promote inclusion and develop self-esteem and self-worth as priorities, knowing that these are the building-blocks to positive relationships in school, and with education. We, as teachers, hold ourselves accountable for the progress and outcomes of all our pupils, understanding that when our expectations are high for all, children will rise to them in a self-fulfilling cycle of high expectations, leading to high levels of self-efficacy and sense of agency, and therefore high achievement. We fully believe that when we unlock learning, we enable life-long life choices.

Our current pupil premium strategy supports our inclusive work to encourage good attendance; securing early reading and foundational literacy and numeracy skills; supporting the SEMH and/or SEN needs of the children to ensure that all pupils have equal opportunities and access to the curriculum; enabling the school to both nurture and include all children regardless of their background or needs while also delivering excellent teaching and curriculum delivery within a culture of high expectations of achievement for all. Our approach focuses on the areas which our disadvantaged children require the most support.

If everyone in the places we serve are to thrive, we need to effectively work with, and for, our communities building strong local relationships. Our hope is that through our work, we can develop meaningful connections with the families and community organisations within our localities.

The key aims of our strategy are to:

- Address low levels of numeracy, literacy and oracy and prepare children for the next phase of their learning; acting early to intervene to ensure pupils make accelerated progress so that the vast majority achieve Age Related Expectations, with a particular focus on improving the children's level of vocabulary and oracy skills
- Target poor attendees and persistent lateness
- Adopt a whole-school approach in which staff take responsibility for inclusion and outcomes for the disadvantaged and have high expectations of what they can achieve.
- Support the mental health needs of all pupils, but especially those identified as disadvantaged

Challenges

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

Challenge number	Detail of challenge
1	Pupils live in a predominantly monocultural and geographically isolated part of Britain which limits their exposure to, and knowledge of, the diverse range of cultural backgrounds beyond their own community.
2	<p>Foundational skills are not yet secure</p> <p>a) Early reading assessments and observations suggest that generally disadvantaged children have greater difficulties with phonics than their peers. This impacts negatively on their development as readers. Assessment and classroom observations of reading tells us that not reading fluently impacts negatively on children's ability to comprehend.</p> <p>b) The word-gap between children living in disadvantage and their peers is large. Assessment in writing and discussions with pupils tells us that writing continues to be a challenge for a lot of our disadvantaged children, especially in terms of the basic skills of spelling, punctuation and sentence structure.</p> <p>c) A high number of disadvantaged children have speech and language needs. Assessment, observation, and discussion with pupils tells us that oral language skills/oracy are under-developed and there are vocabulary gaps among many disadvantaged children.</p> <p>d) A high number of disadvantaged children have difficulties with number sense and fluency. Multiplication times table check results are very low.</p>
3	Low attendance - our attendance data indicates that disadvantage children's attendance is lower than that of non-disadvantaged. Our assessments and observations confirm that this negatively impacts on progress.
4	Increasing numbers of children show the signs and symptoms of low self-efficacy: avoidance of challenge, low motivation, self-doubt, anxiety and stress. Children and families tell us that the social emotional well-being of children is a factor for many pupils. This is also observed in classroom behaviour for learning with children either being passive or dysregulated. Many also have previous emotional trauma and high levels of anxiety.
5	Many of our children and families face multiple impacts of disadvantage. In order to narrow or eliminate the disadvantage gap, the work required is greater than that within the scope of the school working alone.

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
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To enrich and broaden our children's understanding of cultural diversity within Britain and around the world	Children have a knowledge of the cultural diversity within their own community, the UK and beyond. They are inquisitive and talk positively about a range of cultures different to their own.
To improve foundational skills, closing the gap between children living with disadvantage and their peers.	Children reach milestones and age-related expectations in each key stage, with a particular focus on EYFS. Teachers deliver quality first teaching.
Gaps in early reading, fluency and comprehension are closed; accelerated progress is made. Ensure all disadvantage children achieve expected outcomes in the phonics check at the end of year 1 and the Autumn term assessment in Year 2. Reduce the gap between disadvantage and non-disadvantage by improving children's oracy/vocabulary through sequential teaching.	75%+ achieve age related expectations in reading. Year 1 phonics check is achieved by 85% of children. Year 2 phonics target 90%+ achieve pass. Children read widely and for pleasure.
Accelerate progress in writing. Reduce the gap between disadvantage and non-disadvantage by improving children's vocabulary through sequential teaching.	75%+ achieve age related expectations in writing. Children produce high quality writing, sustained for extended periods. Children use a wider range of vocabulary – more regular use of Tier 2 and Tier 3 words – as evidenced in books.
Reduce the gap between disadvantage and non-disadvantage and develop fluency and automaticity in mathematics.	75%+ achieve age related expectations in mathematics. 50%+ achieve age related expectations in the multiplication times table check
Children attend school regularly and on time. Families facing the greatest challenges to be engaged and supportive. Improve the attendance of disadvantaged children and reduce lateness.	To achieve 96+% attendance. The family is positively engaged and aspirational for education and learning.
Supporting children to develop positive self-esteem, lower anxiety levels and enable self-regulation.	All children say they feel supported in pupil survey; that their mental health is discussed and prioritised. Well-being sessions (TIS) taking place each week. MHST practitioner sessions taking place each week.
Improved links and shared working between the school and wider community organisations and parents will support families in a wider capacity than can be achieved within the school individually which in turn will impact positively on outcomes.	We can identify a number of wider community organisations that we have worked with throughout the year. All children are able to name and discuss their work with community organisations.

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: £17,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Regular use of the 'Lyfta' resource is achieved within school through:</i></p> <ul style="list-style-type: none"> - planning Lyfta into school assembly plans - introducing 'Lyfta time' to enable classes to 'explore' on a regular basis - articles being utilised to support non-fiction reading lessons (as appropriate) - Lyfta resources will be mapped against the curriculum 	<p>hundrED recommended resource "helps teachers to nurture empathy, active citizenship and 21st Century skills."</p> <p>Teacher Toolkit recommended resource to develop cultural capital and enrichment, providing valuable and cost-effective experiences.</p> <p>EEF Improving Literacy studies (giving pupils a reason to write).</p>	1
<p>CPD for teachers and TAs to support quality first teaching in EYFS</p> <p>LB to begin NPQEYFS</p> <p>Strong foundations 2024 shared with staff. HoS to disseminate OFSTED training on early reading and writing with staff.</p>	<p>Strong foundations in the first year of school – OFTSED October 2024</p> <p>LB completes first year of NPQEYFS</p>	2
<p>CPD for teachers and TAs to support quality first teaching in relation to oracy, including CPD delivered by James Taylor (Trust SEND lead) and Claire Roberts (Trust SALT)</p>	<p><i>"Professional development can support whole school approaches to close the word gap for disadvantaged pupils."</i></p> <p>ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPISTS</p>	2
<p>CPD for teachers and TAs to support quality</p>	<p><i>"Professional development in speech, language and communication",</i></p>	2

adaptive teaching and delivery of interventions for speech and language needs, including CPD delivered by James Taylor (Trust SEND lead) and Claire Roberts (Trust SALT), plus numerous SEN training opportunities delivered by school and trust SENDCos	publication from The Communication Trust.	
CPD for teachers to strengthen pedagogy and curriculum implementation in computing inc online safety, including attendance and dissemination of information from Trust Computing lead.	<u>Unicef – Closing the digital divide for good.</u>	4
CPD for teachers and TAs to support quality first teaching in relation to developing and promoting self-efficacy: praising for effort and use of strategies; finding pivotal moments; recognising the importance of challenge; creating opportunities for roles of responsibility. Training delivered on this during INSET day to all staff.	<i>Gutman and Schoon (2013) “Non-cognitive skills are vital for educational success.</i> <i>Schunk (1981): Self-efficacy as a predictor of academic performance</i> <i>Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.</i>	4
Working within the Trust’s Community Strategy, the school will identify a current link held with a local organisation that can be further developed. Through active listening to the organisation, the school will identify an objective that can be worked on together to strengthen the community offer.	<i>Reach Foundation Insights; CST work on School Trusts as New Civic Structures; Truly Civic: Strengthening the connection between universities and their places.</i>	

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

Budgeted cost: £300

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI development days to develop provision of early reading	<i>Strong foundations in the first year of school</i> – OFTSED October 2024, shared with staff	2
Targeted interventions for speech and language, directed by Speech and Language Therapist.	<i>EEF Guide to the Pupil Premium 'Menu of approaches'</i> .	2
Train staff to undertake accurate phonological diagnostic assessment and develop automaticity and prosody for those who need it.	<i>EEF evaluation Autumn term 2024/Spring 2025.</i> Strong foundations in the first year of school – OFTSED October 2024, shared with staff	2
TIS practitioner and SMHT worker provide targeted well-being and mental health support in 1:1 and group sessions	EEF - Improving Social and Emotional Learning in Primary Schools -2019	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent workshops to raise the importance of reading with young children: <ul style="list-style-type: none"> - EYFS/early reading - KS2 reading - Online Safety - Maths calculation strategies. - SEND 	Reference list from the Book Trust's " <i>Getting Children Reading</i> " strategy John Hattie (2008) estimates that the effect of parental engagement is equivalent to two to three additional years learning over a pupil's school career. South West Grid for Learning Parent Safe (Lgfl)	2

School works closely with families and local authority attendance officer to improve attendance. School commits to following the trust attendance policy and flowchart.	Working together to improve school attendance August 2024	3
Free breakfast club places for disadvantaged children	EEF Guide to Pupil Premium: <i>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.</i>	3
Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips + alternative provision	EEF Guide to Pupil Premium	4

Total budgeted cost: £27,040

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS outcomes (this data only relates to 1 child – therefore, the data is not statistically reliable):

- ELG – 100%
- Reading – 100%
- Writing – 100%
- Maths – 100%

KS2 outcomes (this data only relates to 4 children – therefore, the data is not statistically reliable):

- Reading – 150%
- Writing – 75%
- Maths – 0%

Wider opportunities: All pupils had first access and equal opportunities to attend clubs (including surfing, mental health and services children clubs), trips (including residential to Newquay, visits to museums), forest school activities and sporting activities. These were subsidised where necessary.

Attendance: Attendance of pupil premium children (89.4%) is in not line with the rest of the school (93.1%) and remains low. However, the school has worked hard to promote and improve attendance through working closely with families of children for whom attendance is a difficulty. A multi-agency approach is being taken to provide the necessary support to improve attendance now and in the future.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
SEMH – social and communication support through outdoor and adventure activities	BF Adventure Local authority mental health support