

Pupil premium strategy statement – Perran-ar-worthal School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	6.7%
Proportion (%) of service pupil premium eligible pupils	2%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2027
Statement authorised by	Rachel Heffer
Pupil premium lead	Katie Rawlings
Governor / Trustee lead	Sarah Childs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,410 + £1,360 (serv.)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£15,770

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every child in our school makes the progress they are capable of regardless of background or challenges they face. Our Pupil Premium strategy focus is to ensure that all our Pupil Premium children leave our school with attainment that is at least in line with Age Related Expectations (ARE). That each academic year pupils make at least expected or better than expected progress in reading, writing and maths.

The use of highly skilled practitioners to work with and support targeted pupils within the Pupil Premium group is at the heart of our strategy. Our approach will be responsive to common challenges and individual needs, rooted in robust summative and formative assessment, not assumptions about the impact of disadvantage. These assessments will ensure that intervention is as effective as possible and this intervention is adapted and evaluated to best serve the needs of the children as and when necessary.

We recognise that among Pupil Premium pupils there are some which need support to work in line with ARE and some who need challenge and support to ensure they reach their full potential exceeding ARE.

Our strategy is also integral to wider school plans supporting well-being and mental health. Research shows that interventions such as these improve pupil outcomes by enabling pupils to better engage with their learning.

Challenges

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

Challenge number	Detail of challenge
1	Progress of disadvantaged pupils in reading and writing at the end of KS1.
2	Progress in reading for disadvantaged pupils at the end of KS2.
3	Progress in writing for disadvantaged pupils at the end of KS2.
4	Progress in maths for disadvantaged pupils at the end of KS2.

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 progress in reading and writing for disadvantaged pupils at the end of KS1.	Increased percentage of PP children passing the Year 1 Phonics Screening check. Increased percentage of PP children making better than expected progress by the end of KS1 in reading and writing.
Improved progress in reading for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2026/27 show increased percentage of PP children make better than expected progress. KS2 reading data is more in line with national data for PP children.
Improved progress in writing for disadvantaged pupils at the end of KS2	KS2 writing outcomes in 2026/27 show increased percentage of PP children make better than expected progress. KS2 writing data is more in line with national data for PP children.
Improved progress in maths for disadvantaged pupils at the end of KS2	KS2 maths outcomes in 2026/27 show increased percentage of PP children make better than expected progress. KS2 maths data is more in line with national data for PP children.

Activity in this academic year

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

Targeted academic support

Budgeted cost: £1,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention - 'Pegs to Paper'	Practical approaches to handwriting embed fine motor control skills and aid memory processing, therefore supporting and improving handwriting and the writing process as a whole.	1, 3

	https://researchschool.org.uk/aspirer/news/pegs-to-paper	
Small group intervention - Reading groups and 1:1	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2
Small group intervention - Targeted maths work	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 4

Wider strategies

Budgeted cost: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using a TIS practitioner to support emotional well-being of pupils across the school	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Wraparound for wellbeing (£1,400)	Providing places for PP pupils in wrap around breakfast and after school club https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	1, 2, 3, 4

Total budgeted cost: £15,770

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the last academic year 2022/23 attainment for our disadvantaged children was below national average for reading, writing and maths at the end of KS2.

In reading, 50% of our disadvantaged children achieved the expected standard or above compared to 62% nationally.

In writing, 50% of our disadvantaged children achieved the expected standard or above compared to 58% nationally.

In maths, 50% of our disadvantaged children achieved the expected standard or above compared to 59% nationally.

This data needs to be read alongside wider observations however. In the last academic year, there were only 2 children in the disadvantaged group and so 50% achievement relates to one child. These small numbers of disadvantaged children clearly have a large impact in terms of headline data.

Since the beginning of the previous strategy plan which ran from 2021-2024 our data has seen improvements, but this again has been dependent on the number of children in the disadvantaged cohort each year.

Challenge 1

Assessments indicate disadvantaged pupils in KS2 are making less progress than non-PP in mathematics and there is a concern that the gap will widen unless addressed through intervention.

-0.08 (-0.5 Nationally) 2022

-2% (-%) 2023

Challenge 2

Fewer PP pupils are working at ARE or above in reading (-21%) compared to -16% nationally.

+17% (-18% Nationally) 2022

-20% (-18%) 2023

-23% (-17% Nationally) 2024

Challenge 3

Fewer PP pupils are working at ARE or above in writing (-11%).

+20% (-20% Nationally) 2022

-17% (-19%) 2023

-27% (-20% Nationally) 2024

Challenge 4

Fewer PP pupils are working at ARE or above in maths (-8%)

+24.1% (-22% Nationally) 2022

-14% (-20%) 2023

-15% (-20% Nationally) 2024

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Using a TIS practitioner to support the emotional well-being of pupils in both KS1 and KS2.

- Both targeted interventions and universal approaches can have positive overall effects:

[Behaviour interventions | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

The impact of that spending on service pupil premium eligible pupils

The use of a TIS practitioner supports the emotional wellbeing of pupils whose parents / guardians have been deployed or who spend long periods of time away from home. This has ensured that these pupils continue to attend school and have benefitted from the presence of a trusted adult with who they can talk to whenever needed.

Further information (optional)

We are continuing to provide Wraparound places for PP pupils through breakfast club and after school club to ensure they have a positive start and end to their day, enabling them to access their learning successfully.



PERRAN-AR-WORTHAL
CP SCHOOL

Every Moment Matters