

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Grampound Road C of E Primary School
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	20 pupils (22%)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sarah Kennedy (Head Teacher)
Pupil premium lead	Sarah Kennedy
Governor / Trustee lead	Tracey George/Samantha Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NA
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	£37,875

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils, regardless of background reach their full potential, attaining well and achieving good outcomes. We are committed to meeting the needs of all our children as individuals and it is central to our vision statement, ***‘Together with love we can inspire, discover and thrive’***. We want the children to value their education and drive their desire to learn. This includes challenging our high attainers and supporting those who have additional needs to do their very best. We also strive to engage families in education and support them in having high aspirations for their children.

We consider the challenges faced by vulnerable pupils at our school, such as those who have a social worker or those who are in care. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We want all our pupils to strive to meet our **CORE Values** of:

- **Respect**
- **Resilience**
- **Trust**

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils succeed. To ensure they are effective we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.
- Ensure that all pupils are challenged in the work that they are set, and we will act early to intervene at the point need is identified, through effective use of targeted interventions.
- Support vulnerable families and pupils with welfare, wellbeing, behavioural, social and emotional needs.
- Ensure the well-being needs of all pupils in receipt of pupil premium funding are met, meaning they are not impeded by various school opportunities.
- To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school. We know that children learn best when they attend school regularly.

We have used the Pupil Premium in a variety of ways to support our priorities. We have used information from the Education Endowment Toolkit to help us identify

strategies that have been shown to have maximum impact. This is in line with the EEF’s recommended approach of using a range of strategies in the categories of ‘Teaching, Targeted Academic Support and Wider Strategies.’

Challenges

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

Challenge number	Detail of challenge
1	Language Skills: Low oral language comprehension, language skills and vocabulary gaps among some disadvantaged pupils.
2	Phonics and Reading: Assessments, observations, and discussions with pupils suggest some disadvantaged pupils may have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Writing and Maths: Internal and external assessments indicate that attainment in Writing and Maths among disadvantaged pupils is below in a minority of pupils to that of non-disadvantaged pupils.
4	PSHE: Some children have social, emotional and mental health challenges that impact on their ability to access and engage in learning. In some cases, their emotional needs can affect their attainment and progress.
5	Attendance and Punctuality: Regular punctual attendance can be a challenge for a minority of our disadvantaged pupils.
6	<p>Parent Carer Engagement: Continue to build on the areas of development in the parental carer engagement framework and to strengthen the principles;</p> <p>3-Communication-The school ethos and values reflect the importance of parent carers engagement and establishes a foundation for parent carers engagement in their child’s learning journey. The school has a friendly, welcoming environment for parent carers. The school welcomes parents/carers to participate in and contribute to their child’s learning.</p> <p>5-Support for learning-There are three ways parent carers can get involved in supporting children’s learning. Learning at home, home/school partnership and parental representation.</p>
7	Widening Experiences and Extending Opportunities: All pupils to have the similar experiences.

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
1. Improved oral language skills and vocabulary.	✓ Assessments and observations will indicate significantly improved oral language and language comprehension among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2. Improved Phonics and Reading attainment.	✓ Assessments will indicate significantly improved Phonic and Reading Comprehension. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
3. Improved Writing and Maths attainment.	✓ Achieve national average progress scores in maths and writing.
4. PSHE	<ul style="list-style-type: none"> ✓ Pupils will interact and build relationships with others. ✓ Pupils will understand their emotions and feelings. ✓ Pupils will develop and use anxiety management strategies. ✓ Pupils will adopt positive behaviours. ✓ Pupils will engage with self-regulation strategies and tools, which help them to feel safe and calm. ✓ Pupils will use the emotional vocabulary they need to express their thoughts and feelings.
5. Attendance and Punctuality	<ul style="list-style-type: none"> ✓ Evidence shows that review meetings result in improved attendance and improved punctuality for children who are persistently absent or late. ✓ Children eligible for the Pupil Premium close the gap between their attendance and the national attendance percentage for all children.
6. Parent Engagement	<ul style="list-style-type: none"> ✓ Close and trusting relationships that supports parents to be informed and connected with their children's education. ✓ Parents support the school in understanding the importance of engagement. ✓ Each year we hope to increase the number of parent volunteers in school to support the children's learning. ✓ Parents will be in a better position to support their child with their learning: a) Practical strategies provided to support learning at home. b) School communications will encourage positive

	dialogues about learning. c) More sustained and intensive support offered when needed.
7. Widening Experiences and Extending Opportunities	<p>✓ Children have many opportunities throughout their education at Grampound Road to widen their life experiences.</p> <p>✓ We aim for all children to undertake experiences outside of school each year, either from school trips or residential.</p> <p>✓ We offer a wide range of after-school clubs mostly free of charge.</p> <p>✓ We offer a nurture group for those children who need additional emotional support.</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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD-Use structured weekly CPD for Phonic teachers and EYFS teachers and support staff to ensure teachers and support staff are supported and equipped to delivery high quality teaching across reading and in the area of continuous provision for nursery and reception pupils.	<ul style="list-style-type: none"> • EEF: Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. • EEF: Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. • EEF: Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and 	1,2

	the purposeful use of assessment.	
CPD- Teachers to have continued CPD for the Guided Reading programme to ensure teachers are supported and equipped to delivery high quality teaching across reading.	<ul style="list-style-type: none"> • Reading comprehension strategies are highlighted in the EEF toolkit as a key area to help early learners across the curriculum in all subjects. • A wide range of strategies are highlighted, however many pupils need to be taught comprehension strategies explicitly and 2,4 6 consistently over time. The use of AR within the school gives a greater more focussed overview of pupils' reading ages, helps to ensure they choose appropriately challenging books from the library and encourages children to read more. 	1,2
Trust based teaching and learning strategy	<ul style="list-style-type: none"> • CPD will develop a consistent and coherent pedagogical approach to curriculum delivery across the school. This will ensure a clear and predictable lesson structure that supports positive behaviour for learning, enables pupils to engage effectively with learning, and promotes high expectations. The approach will strengthen pupils' oracy through structured talk and explicitly planned opportunities to develop and use ambitious vocabulary, ensuring all pupils, including the most disadvantaged, are supported to learn well. 	

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

Budgeted cost: £19,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils who need to catch-up will have 1:1 or group tutoring.	EEF Toolkit +4 months-Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1,2,3
Embed Nesy for up to 30 pupils.	EEF Improving literacy in KS1 and KS2.	1,2

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Out of class TIS practitioner and SEND intervention support for identified pupils across the school.	EEF social and emotional learning +4.	3
CPD-Parent Engagement Officer to raise attendance. Parent Support Advisor (PSA) support to engage the most vulnerable families and pupils across the school.	EEF parental engagement +4 EEF Working with parents to support children's learning.	3
To broaden disadvantaged pupil's	EEF Life skills and enrichment from the teaching and learning toolkit	3

<p>range of opportunities and access to all aspects of school life by subsidising the cost of school trips, workshops, camps and resources, including ensuring that they have the best possible access to immediate remote learning.</p>	<p>alongside the findings from recent EEF projects EEF Using digital technology to improve learning</p>	
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Total budgeted cost: £ 38,875

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Attendance % data			
Whole school attendance	Persistent Absence (including number of pupils)	Disadvantaged pupils attendance	Send pupils attendance
95.9%	7.5% (7)	92.5%	93.7%

Exclusion and Suspension data			
Number of suspensions	Number of exclusions	Number of pupils suspensions relate to and % of school population	Number of pupils exclusions relate to and % of school population
0	0	0	0

EYFS Good Level of Development-Cohort size 11		
All	Disadvantaged (including number of pupils)	SEND (including number of pupils)
36%	0	0

Phonics- Cohort size 15		
All	Disadvantaged (including number of pupils)	SEND (including number of pupils)
80%	83% (6)	50% (4)

Key Stage One Data-Cohort size 15			
Maths	All	Disadvantaged (including number of pupils)	SEND (including number of pupils)
Reading	All	Disadvantaged (including number of pupils)	SEND (including number of pupils)
	93%	100%(1)	50% (2)
Writing	All	Disadvantaged (including number of pupils)	SEND (including number of pupils)
	80%	100% (1)	50% (2)

Key Stage Two Data-Cohort size 22			
Maths	All	Disadvantaged (including number of pupils)	SEND (including number of pupils)
	59%	0	25% (4)
Reading	All	Disadvantaged (including number of pupils)	SEND (including number of pupils)
	59%	0	25% (4)
Writing	All	Disadvantaged (including number of pupils)	SEND (including number of pupils)
	72%	60% (6)	25% (4)
SPAG	All	Disadvantaged (including number of pupils)	SEND (including number of pupils)
	55%	0	25% (4)

Combined (RWM)	All	Disadvantaged (including number of pupils)	SEND (including number of pupils)
	45%	0	25% (4)

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
Nessy	Nessy
Maestro	Cornerstones
White Rose	White Rose Maths
Jigsaw	Jigsaw
Spelling Shed	Spelling shed
Twinkle	Twinkle
RWI online portal	RWI
Edshed	Edshed
RE Today	RE Today