



Alverton Primary School

“Together we learn.”

Alverton School will be a safe, happy and respectful environment providing a diverse, exciting and challenging experience to encourage progress towards every child and adult’s potential.

Truro and Penwith Academy Trust

Primary Disadvantage Strategy 2025 – 2028

Alverton Pupil Premium Strategy Statement 2025 – 2028

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 last year’s spending of Pupil Premium had within our school.

School Overview

Detail	Data
Alverton Primary School	
Number of pupils in school	312 (Reception to Year 6)
Proportion (%) of Pupil Premium eligible pupils	20.2%
Academic years that our current Pupil Premium strategy plan covers	2025 – 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Nichola Smith (Headteacher)
Pupil Premium Lead	Cathryn Wicks
Local Monitoring Committee Lead	Maili Buckingham

Funding Overview

Detail	Amount 2025 – 2026	Amount 2026 – 2027	Amount 2027 – 2028
Pupil Premium funding allocation this academic year	£98863		
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0		
Total budget for this academic year	£98863		

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

Challenge Number	Detail of Challenge
1	<p>Attainment</p> <p><u>2025 Data:</u> KS2 Data: Combined Expected Standard 77% / Pupil Premium 67% KS2 Data: Combined Greater Depth Standard 21% / Pupil Premium 7% Phonics Data: 84% / Pupil Premium 83%</p> <p>In 2025, data for pupils eligible for the Pupil Premium was in line with national data. However, the current levels of attainment for some of those children identified as disadvantaged across the school may prevent them from achieving nationally expected standards at the end of a key stage and achieving their full potential.</p>
2	<p>Attendance</p> <p>2024 – 2025 data <i>Attendance for all 2024 – 2025: 94.3%</i> <i>Attendance for children who are in receipt of the Pupil Premium: 93.4%</i> <i>Attendance for children who are not in receipt of the Pupil Premium: 95.4%</i> <i>% of children who are in receipt of Pupil Premium funding who are persistently absent: 19.0%</i></p> <p>Although the attendance for all children is in line with national %, the attendance for children who are receipt of Pupil Premium funding is slightly lower. Attendance rates for some pupils eligible for Pupil Premium contributes to their low attainment; there are also individual challenges for some families, and we aim to raise expectations and provide support.</p>
3	<p>Social and Emotional Needs</p> <p>2025 Data 60 children accessed pastoral support in 24-25, almost half of whom are eligible for the Pupil Premium. This equates to 50% of our Pupil Premium children.</p> <p>Children need to be ready to learn and their social and emotional needs need to be met. Observations and discussions with staff indicate that some of our children need extra support in order to be ready to learn.</p>
4	<p>Experiences to Broaden Social / Cultural Capital and Raise Aspiration (including Financial Support)</p> <p>2025 Data 100% of families in receipt of the Pupil Premium used their allocated £100 of funding to help pay for uniform, trips etc. 100% of pupils eligible for the Pupil Premium went to Year 5 and Year 6 camp, which were subsidised for these children.</p>

	Some children are not financially able to access all opportunities available to their peers; alongside this there may be a lack of knowledge of the pathway to aspirational goals and expectation from both the children themselves and from others around them. This includes all finance related challenges (eg uniform, food).
5	<p><i>Communication and Language on entry to school</i></p> <p>2025 Data 29% of children are not working at age-expected levels in the areas of Communication and Language on entry to school.</p> <p>Some disadvantaged children enter Reception less well prepared for school in the areas of Communication and Language compared with their peers. Some children who are eligible for Pupil Premium funding also have reduced breadth of vocabulary on entry to EYFS, facing significant vocabulary gaps and underdeveloped oracy skills, limiting their ability to engage with the curriculum, express ideas confidently and achieve their academic potential.</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
<p>Challenge 1</p> <p>Attainment</p> <p>Pupils eligible for Pupil Premium achieve expected standards at the end of each key stage in line with national expectations and relative to their individual starting points.</p>	<p>Pupils eligible for Pupil Premium make at least expected progress relative to their individual starting points. Pupils eligible for Pupil Premium achieve expected standards at the end of each key stage in line with national expectations and relative to their individual starting points.</p> <p>This will be measured by teacher assessments and moderation, end of Key Stage 2 SATs results, headline data and other appropriate assessments.</p> <p><i>Who is this monitored by and when?</i> Monitored by SLT through data analysis and half termly progress meetings.</p>
<p>Challenge 2</p> <p>Attendance</p> <p>Children who are eligible for Pupil Premium funding have attendance at least in line with national %</p>	<p>Attendance for children who are in receipt of Pupil Premium funding, and those who are not, are both at least in line with national %.</p> <p>The number of children who are in receipt of Pupil Premium funding, who are persistently absent is at least in line with national %.</p> <p>The number of pupils who are at Tier 1, Tier 2 and Tier 3 of the attendance strategy will be closely monitored with the aim of seeing a reduction over time.</p> <p><i>Who is this monitored by and when?</i> Monitored by Attendance Officer, Inclusion Lead and HT in three-weekly meetings</p>
<p>Challenge 3</p> <p>Social and Emotional Needs</p>	<p>100% of children who need social and emotional support are able to access this.</p>

<p>The school is able to address and meet children's social and emotional needs which readies them for learning and the school day.</p>	<p>Children's social and emotional needs are met through an effective range of support. This is evidenced through a range of feedback, anecdotal mechanisms, records of pastoral support and assessments.</p> <p><i>Who is this monitored by and when?</i> Monitored by Pastoral Lead, Inclusion Lead and HT in half termly Inclusion meetings</p>
<p>Challenge 4</p> <p>Broadening Social / Cultural Capital and Raising Aspiration</p> <p>Children eligible for Pupil Premium access extra-curricular activities for which there may be a financial or aspirational barrier.</p> <p>Children who are in receipt of Pupil Premium funding have high aspirations for their future and a knowledge and understanding of opportunities outside of school and home life.</p>	<p>100% of children who are in receipt of Pupil Premium funding attend at least 1 weekly after school club (and have sustained participation). 100% of children who are in receipt of Pupil Premium funding attend at least 1 residential in their time at our school. 100% of Year 6 children who are in receipt of Pupil Premium have a leadership role in the academic year. Children are supported by school staff in preparing for presentations / speeches etc. Budget is allocated to support children with wider opportunities. 100% children who in receipt of Pupil Premium are able to access extra-curricular activities free of charge regardless of the fee which would normally apply (eg instrumental tuition, some after-school clubs) through the money allocated to each individual child. Children who are vulnerable or have a particular need for funding support are able to access additional financial support when they need it. This includes uniform and food.</p> <p><i>Who is this monitored by and when?</i> Monitored by Pastoral Lead, Inclusion Lead, DHT and HT in half termly meetings</p> <p>100% of children who are in receipt of Pupil Premium funding have visits to museums, galleries and theatres mapped out and are involved in enrichment programmes and visitors in school.</p> <p>Personal development curriculum is well sequenced.</p> <p>100% of children who are in receipt of Pupil Premium funding have a structured entitlement to SMSC and character education – see Personal Development curriculum.</p>
<p>Challenge 5</p> <p>Disadvantaged pupils make at least expected progress in the area of Communication and Language in the EYFS enabling them to better access their learning alongside their peers.</p>	<p>Pupils eligible for Pupil Premium make at least expected progress relative to their individual starting points in the strands of Communication and Language in the EYFS. This will be measured by teacher assessments and moderation, end of Key EYFS data and any other appropriate assessments.</p> <p>A greater % of children reach the ELGs for Listening, Attention and Understanding and Speaking unless a SEND need has been identified. Targeted intervention programmes are in place to support speech and language development. All children identified on the Baseline screening at the beginning of EYFS will make progress in their</p>

	<p>interventions and achieve their set target before they progress to Year 1.</p> <p><i>Who is this monitored by and when?</i> Monitored by Early Years Lead and SENDCo in half-termly progress meetings.</p>
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Activity in this Academic Year (2025 – 2026)

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

Teaching minimum 50% of budget (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach Challenge number(s) addressed	
Incremental coaching	<p>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.</p> <p>The TPAT Pedagogy Project/Model, based on WALKTHRUS focuses on a specific area of teaching each half term.</p> <p>STEPLAB</p> <p>TPAT pedagogy project</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> - 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, 5
Primary Assessment Strategy	<p>Termly NFER Reading assessments and maths.co are used, analysed and inform future learning.</p> <p>Use of INSIGHT/SISRA/Juniper.</p> <p>Trust aligned pupil progress meetings to review Pupil Premium progress and provide intervention.</p> <p>Accurate assessment which identifies areas of strengths and areas where pupils need additional support.</p> <p>Assessment is robust and provides quantitate measures and accurate indicative prediction of KS2 SATS outcomes.</p> <p>Summative assessments are reliable in providing timely information about the progress of individual pupils and cohorts, in relation to others.</p> <p>Assessments allow progress to be tracked over time.</p> <p>Assessments are used to measure the impact of interventions.</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> - EEF : making use of diagnostic assessment https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment 	1, 5
Pupil Progress Meetings	<p>Having regular discussions about children who are in receipt of Pupil Premium funding scheduled into the annual calendar raises the profile of the children as individuals, their attainment, as well as their</p>	1, 2, 3, 4, 5

	<p>relationships, safeguarding, behaviour and engagement with school and their peers. This shows visible leadership and commitment, as well as a culture of high expectations.</p> <p><u>Evidence</u> 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</p>	
Additional Teacher time (Y6)	<p>End of KS2 analysis consistently shows that pupils who received 1:1 or small group additional teaching from skilled and experienced teachers made significant accelerated progress across the year and an increased number of pupils reached age related expectations.</p> <p><u>Evidence:</u> -EEF One to One Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition -EEF Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition -EEF Improving Literacy in KS2 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1764773251</p>	1
“Disadvantaged Reading Project”	<p>The TPAT Disadvantage Reading Project, introduced in September 2025, is a rigorous approach to teaching reading comprehension, focusing on vocabulary, retrieval and then inference. It is instructional in approach.</p> <p><u>Evidence:</u> Reach Schools: https://reachschools.uk/</p>	1, 5
Little Wandle	<p>Little Wandle is a systematic, synthetic phonics programme with structured programmes and a range of strategies designed to enable every pupil to achieve their potential in reading.</p> <p>Evidence Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Little Wandle https://www.littlewandle.org.uk/about-us/our-pedagogy/</p>	1, 5

Use of key apps and online programs (for example iMovie, Keynote, Reflex, SATs Bootcamp, Socrative, Quizzizz, Wordwall, Showbie, Spelling Shed	<p>There is evidence starting to gather that some apps and online platforms can improve educational outcomes for disadvantaged children/ There could be improved maths fluency, increased engagement and potential to close gaps.</p> <p><u>Evidence:</u> TTRS https://trockstars.com/data_files/file_4348e17497591ba2630d5bd8ff528e56.pdf Spelling Shed https://blog.edshed.com/spelling-shed-wins-a-bett-award/</p>	1, 4, 5
Digital Pedagogy for the Advantage Project	<p>iPad use in digital pedagogy in primary schools impacts 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).</p> <p><u>Evidence:</u> 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</p>	1, 4, 5
Engagement and participation of all children	<p>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.</p> <p><u>Evidence:</u> - 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</p>	1, 2, 3, 4, 5
Access to NPQs and ECT support programme and professional development programme for support staff	<p>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]</p> <p>To maintain high quality support for pupils, CPD must be embedded and dedicated time has been allocated each week for each member of support staff. This focuses on a range of strategies to support children's learning including for those with SEND.</p> <p><u>Evidence:</u> 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 -EEF: Deployment of teaching assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1, 3, 4, 5

	DfE: Deployment of Teaching assistants https://assets.publishing.service.gov.uk/media/5d1397fc40f0b6350e1ab56b/Deployment_of_teaching_assistants_report.pdf	
Mastering Number / Maths Hub training programmes (26-27)	<p>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 it closes the gap.</p> <p><u>Evidence:</u> Mastering Number: Building Strong Foundations in Early Years [www.ncetm.org.uk]</p>	1, 5
ShREC to support EYFS	<p>ShREC is a framework to support high quality adult-child interactions, especially during play and learning activities: Share attention, Respond, Expand, Connect</p> <p><u>Evidence:</u> https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach</p>	1, 3, 4, 5
Behaviour and Rewards Strategy	<p>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</p> <p><u>Evidence:</u> 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</p>	1, 2, 3, 4, 5

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
Targeted deployment of teaching assistants	<p>Deployment of TAs in the classroom improves academic progress (esp in literacy and early years), supports emotional regulation, inclusion and engagement and reduces teacher workload and improves classroom management.</p> <p><u>Evidence:</u> -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</p>
Targeted English and Maths interventions e.g. Little Wandle, Mastering Number, Improving Working Memory (Y3/4)	<p>Many targeted programmes include a structured teaching of strategies, and closing learning gaps in both English and maths. This includes Speech and Language support, particularly for children in the younger years.</p> <p><u>Evidence:</u> 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</p>
Language buildings activities, particularly in the early years (storytelling, story baskets, rhyming games and songs, role play, I spy, drawing club)	<p>These games all develop vocabulary, expressive language, sequencing and language building activities. They also develop empathy, confident and communication.</p> <p><u>Evidence</u> EEF: Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Reach out and read https://reachoutandread.org/article/intervention-research-to-improve-language-learning-opportunities-and-address-the-inequities-of-the-word-gap/ Nuffield Early Intervention (NELI) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention Talk Boost https://ican.org.uk/training-licensing/talk-boost-ks1/</p>

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 visits	<p>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.</p> <p><u>Evidence:</u> - EEF: Closing the Attainment Gap https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap</p>	1, 3, 4
Extracurricular clubs (employing provider / TA for drama, football etc)	<p>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.</p> <p><u>Evidence:</u> - EEF: 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/eeef-blog-what-does-the-evidence-say-about-enrichment</p>	1, 3, 4
TPAT Attendance strategy	<p>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.</p> <p><u>Evidence:</u> Attendance - TPAT ConnectED/ https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	1, 2, 3
Attendance support	<p>TPAT Attendance Policy and the Tiered approach supports individual families with attendance.</p> <p><u>Evidence</u> 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</p>	1, 2, 3
	<p><u>Evidence:</u> Trauma Informed Schools UK https://www.thriveapproach.com/ Early child developmental and care: forest schools</p>	1, 2, 3, 4, 5

	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	
Pastoral Support, including small group nurture and SEMH interventions	<p>Pastoral / mental health support can improve wellbeing, attendance and academic outcomes.</p> <p>Programmes improve self-regulation, resilience and emotional wellbeing. They give targeted support for children with ACES, also impacting on attendance.</p> <p>The Mental Health Support Team (MHST) offers 1:1 sessions and works with identified parents. The charity-based programme from the Women's Refuge also offers targeted support. This also includes support for service children. Specialist support from a behaviour support worker is provided for those children who need this.</p> <p><u>Evidence</u></p> <p>EMHP https://www.healthcareers.nhs.uk/explore-roles/psychological-therapies/roles-psychological-therapies/education-mental-health-practitioner</p> <p>MHST https://evidence.nihr.ac.uk/alert/mental-health-support-in-schools-is-well-received-but-challenges-remain/</p> <p>PLace2b https://www.place2be.org.uk/our-services/services-in-schools/mental-health-support-in-schools</p> <p>Barnardo's https://www.barnardos.org.uk/sites/default/files/2024-03/24745_ProvidingMentalHealthSupportinSchools_Booklet_final.pdf</p> <p>Thriving Lives Toolkit https://aff.org.uk/news/guidance-for-schools-to-help-service-pupils/</p>	1, 2, 3, 4, 5
Forest School	<p>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.</p> <p><u>Evidence:</u></p> <p>Early child developmental and care: forest schools https://www.tandfonline.com/doi/pdf/10.1080/03004430.2018.1446430</p>	1, 2, 3, 4, 5

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 – 2025 academic year. This marked the end of our previous three-year strategy.

Measure	<i>Pupils eligible for PP (Alverton 2025 – 15 pupils)</i>	<i>Pupils eligible for PP (national average 2025)</i>	<i>Pupils not eligible for PP (national average 2025)</i>
Meeting expected standard at Key Stage 2	Combined: 67% Reading: 87% Writing: 73% Maths: 67% GPS: 80%	Combined: 68% Reading: 81% Writing: 77% Maths: 80% (data taken from Corestats)	(data not yet available)
Achieving High Standard at Key Stage 2	Combined: 7%		

Teaching

Intended Outcome	Impact	Challenge number(s) addressed
<p>Teachers receive focused and highly effective professional development; teachers' subject and pedagogical knowledge consistently build and develop, maintaining a focus on high quality teaching and learning through:</p> <ul style="list-style-type: none"> ▪ The trust (TPAT)'s Teaching and Learning Project of Walkthru strategies ▪ Participation in the Advantage Project will support children's learning to improve outcomes. ▪ Support for ECTs 	<p>The impact of TPAT's teaching and learning project project is evident in a consistent focus on checking for understanding which is grounded in positive relationships between staff and pupils. Teachers have clear knowledge in how to elicit feedback on what all learners have understood in order to determine the next step in the learning process. Across the school well-established, consistent techniques to check understanding ensure that all children, including our most disadvantaged, have the opportunity to meet learning objectives and make good progress across the curriculum.</p> <p>Our Year 5 and 6 teachers have participated in TPAT's Advantage Project and attended all relevant training. Children are very confident at using their iPads to support their learning, with increased proficiency in this particularly noticeable for those children who do not have access to similar technology at home.</p> <p>We have had three ECTs this year and have ensured that they have had excellent support from an experienced mentor. They have attended a full ECT programme as well as a series of Maths training through the Maths Hub. ECTs also visit the classrooms of other teachers across the school to observe a range of skills, strategies and teaching methods and ideas.</p>	1
<p>Reading</p> <p>The % of pupils who achieved the required standard in Phonics is at least in line with national %.</p> <p>A whole school focus on reading ensures technically proficient, fluent and confident readers who enjoy reading and who show solid understanding of the texts they read.</p>	<p>Our Phonics scheme (Little Wandle for Letters and Sounds Revised) and our targeted interventions, by dedicated phonics intervention staff, have been very effective and 84% of Year 1 children, including 5/6 children eligible for the Pupil Premium.</p> <p>We have focused on the Whole Class Reading approach across the school, ensuring clarity of the skills taught and on embedding the use of Accelerated Reader in KS2. Read Aloud time and Book Club are timetabled in every class and feedback from pupils' enjoyment reflects their value in promoting a culture of reading for pleasure. We focus on vocabulary across the curriculum and the school day. We particularly focus on the provision and progress for our early readers and the lowest 20% of readers in each cohort. We also use our Pupil Premium funding to contribute towards the cost of Accelerated Reader which has a positive impact on reading standards across the school.</p> <p>Across the school, the % of children working at the expected standard in reading has increased, including for PP children. 84% of pupils achieved the Expected Standard in Reading in the KS2 SATs. 87% of PP children also achieved EXS in Reading (national average for Reading 75%). In KS1, Pupil Premium children have achieved</p>	1

	well with 100% of PP children who do not have SEND reaching the expected standard in Reading.	
Further engage parental support and better enable parents to support their child with their learning at home.	<p>The school has very strong relationships with parents as evidenced by the annual, extremely positive parent survey.</p> <p>Reception teachers hold a 1:1 meeting with parents before the children start school followed by two parent consultation meetings across the year. They also lead parent phonics workshops, attended by most parents and really focus on engaging parents with their children's reading.</p> <p>Reading at home has a high status in all classes and regularly readers are celebrated.</p>	1 2 3 5

Targeted Academic Support

Intended Outcome	Impact	Challenge number(s) addressed
<p>Enable children to make accelerated progress and attain national standards through:</p> <ul style="list-style-type: none"> ▪ 1:1 or small group teacher-led Intervention in Year 2 and Year 6 ▪ Small Teaching Groups in Year 6 	<p>All Pupil Premium children who need targeted support received this.</p> <p>In 2025, there were 15 PP pupils in the Y6 cohort, 10 of whom achieved the expected standard in Reading, Writing and Maths combined. When considering those pupils in receipt of the Pupil Premium who do not have SEND, 10/11 reached the expected standard in each of the headline measures. The % of PP pupils who reached the expected standard increased from the % working at age-expected standards at the end of the previous academic year. Many of these PP children received a great deal of personalised intervention across the year.</p> <p>Our Y6 small group for English, which includes 7 children with SEND and 5 children eligible for the Pupil Premium, allows pupils to really benefit from a high adult to child ratio and specialised teaching and support leading to accelerated progress for the members of the group and considerable success in the end of key stage assessments.</p> <p>The attainment of the pupils with SEND who received this intervention (and those who were not predicted / targeted to reach EXS), improved greatly as a result of this intervention, as did their confidence and belief in themselves as learners; those children who have not yet reached age-expected standards are working closer to them and are therefore better prepared for the next stage of their education.</p> <p>There were 8 children receiving Pupil Premium in the Y2 cohort; all of those who did not have SEND reached the expected standard in Reading and Writing. Teacher-led intervention supported children's writing and Maths and we ensured that any child in receipt of Pupil Premium who needed this intervention received this additional support.</p>	1
<p>Learning is accelerated in English and Maths across the key stages for those pupils who require additional support to meet the requirements of age-expected standards through TA 1:1 and Small Group Interventions and Phonics interventions.</p>	<p>Across the school, the % of PP children working at age-expected standards can be lower than their non-PP peers. Delivered by TAs, these children received individual, personalised interventions where needed, often 1:1. These interventions are delivered as soon as possible after the point of identification to provide rapid support. This has enabled the children to make at least expected progress and fill any learning "gaps", thus enabling them to access learning alongside their peers and not fall further behind.</p> <p>In Year 1, 5/6 of children who receive Pupil Premium reached the required standard in the Phonics Screening Check.</p> <p>This year we have also supported four children who joined our school in September with no English. The progress they have made has been phenomenal.</p>	1
<p>Ensure that the EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs.</p> <p>Provide personalised Intervention, including in Speech and Language,</p>	<p>In the EYFS, 5/5 Pupil Premium children were assessed as achieving GLD.</p> <p>All Pupil Premium children in the EYFS who required personalised interventions were given these.</p> <p>Children with specific needs are identified on entry to the EYFS. Regular, appropriate, and effective interventions are put into place as soon as possible and accelerated progress is made by many of the children receiving these interventions.</p> <p>A specialist HLTA and TA provide very effective Speech and Language intervention. They work primarily with our youngest children, meaning that communication needs are identified and addressed as early as possible in order to provide children with the best opportunities to succeed early in their school life. Through these interventions, children are empowered to reach their fullest potential in terms of their speech and language and communication development which in turn will enable them to function and participate more fully in all aspects of daily life.</p>	1 2

Wider Strategies

Intended Outcome	Impact	Challenge number(s) addressed
<p>Pupils have high attendance and come to school on time, ensuring that children in receipt of the Pupil Premium are not disadvantaged through low levels of attendance or punctuality.</p> <p>Pupil Support Plan (PSP) meetings support where there are concerns around children's attendance and enable barriers to pupil attendance to be addressed.</p>	<p>Overall attendance in 24-25 was 94.3% (Arbor National 94.5%). Attendance for PP pupils was 93.4%, which is slightly lower than the cohort but higher than Arbor national % for PP eligible pupils (91.9%).</p> <p>Our persistent absence is 10.5% (national 15.5%); persistent absence for disadvantaged pupils was 19.0% (national 26.6%).</p> <p>All the above attendance data has improved since 2024.</p> <p>We continue to monitor attendance rigorously and to make contact with those families where attendance is low as well as working with the Trust's Attendance and Inclusion Lead where attendance is causing particular concern. Pupil Support Plan (PSP) meetings are well established and enable support to be provided where there are concerns around a child's attendance. These regular meetings with parents enable a discussion around barriers to attendance and any reasonable adjustments that the school can put in place as a support package are made. This has proven to be very effective and we have confidential examples of this.</p> <p>Breakfast Club is again very popular this year. The number of Pupil Premium children attending Breakfast Club has increased and approximately 120 children attend, averaging around 40 each day. Approximately 30% of those attending in total are eligible for Pupil Premium (approximately 40 Pupil Premium children in total). Pupil Premium funding is used to encourage children to attend Breakfast Club by providing free breakfast and a range of free pre-school activities and we actively encourage attendance. Pupils can benefit from a good breakfast and the opportunity to have a positive, and often active, start to the school day and be ready to learn.</p>	<p>3 4</p>
<p>Food initiatives are in place to support all children and families who need this help.</p>	<p>In recognition that many of our families are facing extremely difficult circumstances as a result of the cost of living crisis, we have taken several steps to try to support families to ensure that no children are hungry. This has included providing free bagels for all children (regardless of FSM status) at the start of the school day and free tuck for all KS2 children who are eligible for Pupil Premium. We have a Help Your Shelf in the entrance foyer with shelves of food and toiletries etc which are free for anyone, as well as a free uniform rail. The shelves are stocked by staff as well as some parents.</p>	<p>5</p>
<p>Pupils' emotional wellbeing is supported by providing social and emotional support for those children who need it through:</p> <ul style="list-style-type: none"> ▪ 1:1 and small group pastoral support ▪ External Support from External Professionals ▪ Forest Schools 	<p>Pastoral support enables us to provide additional support to our most vulnerable children and we use part of our Pupil Premium to fund three members of staff to provide this each afternoon. This support ensures that these children develop strategies to understand and manage their feelings which helps them to better negotiate the school day, access school life and make sense of what is going on in their world. They are able to discuss worries and try to find solutions to these. The children know that they have a safe and secure space and that they can seek out this member of staff if they need to. This support allows individual issues and concerns to be addressed as well as building self-confidence and readiness to learn. We have recently introduced Forest School support for identified children and will extend this next year. Over 60 children have received pastoral support this year, almost half of whom are in receipt of the Pupil Premium children, and many of whom have longer-term support.</p> <p>We have groups run by the Women's Refuge team to raise self-confidence as well as individual children working with a practitioner from the Cornwall Mental Health Team and with a Music therapist.</p> <p>Support from the Educational Psychologist and a Behaviour Support worker enables parents and staff to work together even more effectively to support individual children's specific learning and emotional needs. Staff, pupils, and parents report that the support from the Behaviour Support Worker has been considerable and had an extremely positive impact. This is confidential and not appropriate to detail here.</p>	<p>3</p>
<p>The school makes the best use of the Pupil Premium, ensuring that the children receive the highest quality provision possible from the funding.</p>	<p>School leaders keep up to date with research and good practice and are well-informed when making decisions about Pupil Premium provision and spending. The members of the Local Monitoring Committee who are responsible for Pupil Premium also bring new ideas and challenge; the termly meetings with the Pupil Premium Lead and governors are very productive.</p> <p>The Pupil Premium Lead monitors the provision for children eligible for the Pupil Premium, including academic outcomes, attitudes to learning, attendance, intervention and opportunities, including clubs. All of which are followed up as identified to ensure all pupils have the best possible experience.</p>	<p>1 2 3 4 5</p>
<p>The curriculum is designed to give all pupils, especially the disadvantaged, the knowledge and cultural capital they need to succeed in life. Pupils</p>	<p>Pupils' independence, self-confidence and resilience has increased through taking part in activities which have broadened their experiences. Where there is any financial cost to parents, we ensure that this is no barrier to our Pupil Premium children.</p>	<p>1 3 5</p>

<p>have access to a wide, rich set of experiences and opportunities to pupils to develop their talents and interests including in the arts and through reading.</p>	<p>One of our priorities is to ensure that our curriculum and extra-curricular offer exposes all children to a range of experiences, opportunities and knowledge to develop their cultural capital.</p> <p>We hold the Artsmark Silver Award which recognises the quality learning opportunities and provision at Alverton in music and the arts, including the range of workshops, performances and visits that the children have taken part in. We always ensure that children eligible for Pupil Premium take part in these.</p> <p>11/15 of our Year 6 Pupil Premium pupils took part in the school musical production. Art Clubs in KS2 also enabled more than 50 children to take part in this extra-curricular opportunity led by art specialists.</p> <p>Our approach to teaching reading uses a wide range of texts and genres, which enhances and extends the children's cultural capital. In addition, we have a "Little Library of Everything" which contains thoughtfully selected, appropriate and engaging texts which cover a range of protected characteristics.</p>	
<p>Potential financial and aspirational barriers are removed enabling children to take part in the opportunities available through:</p> <ul style="list-style-type: none"> ▪ Parents of Pupil Premium children can use up to £100 to enable their children to access extra-curricular activities, trips or in the way that they need it most (eg to help buy school uniform). ▪ Half of the cost of Key Stage 2 camps (2/3 for Y6) are funded for Pupil Premium children. 	<p>Children are not prevented by financial barriers from accessing all the opportunities available to them and have taken part in a wide range of enrichment activities including a visit to London and outdoor pursuits, thereby broadening their experiences. The Year 6 trip to London was further subsidised by £50 per child in order to make it accessible to all.</p> <p>All of the parents of our Pupil Premium children used their £100 of funding to help pay for uniform, trips etc. 13/13 children went to Year 5 camp (for which half the cost was met from the PP budget for our PP children) 15/15 children went to Year 6 camp (2/3 of cost met for PP children)</p> <p>All children eligible for Pupil Premium had the opportunity to have a school iPad at home in order to provide equity of opportunity for learning at home.</p> <p>There are other ways in which we have supported pupils financially this year but these are confidential and so not detailed here.</p>	<p>3 5</p>

Externally Provided Programmes

Programme	Provider
Reflex Maths	Explore Learning
Little Wandle for Letters and Sounds Revised	Little Wandle
Accelerated Reader	Renaissance
Spelling Shed	EdShed
Nessy	Nessy Learning
My Maths	Oxford University Press
SATs Boot Camp	C4K Education

Service Pupil Premium Funding

We have very few pupils who are eligible for Service Pupil Premium funding and to include this information here would mean that it might not be possible to preserve their anonymity. This information is held in a confidential document.