



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	306 (Reception to Year 6)
Proportion (%) of Pupil Premium eligible pupils	22.9%
Academic years that our current Pupil Premium strategy plan covers	2025 – 2028
Date this statement was published	December 2025
Date on which it was last reviewed	October 2026
Date on which it will be reviewed	October 2027
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	£92000	
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	
Total budget for this academic year	£98863	£92000	

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	Attainment <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% 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.
2	Attendance 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> 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.
3	Social and Emotional Needs 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. 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.
4	Experiences to Broaden Social / Cultural Capital and Raise Aspiration (including Financial Support) 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.

	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	<i>Communication and Language on entry to school</i> 2025 Data 29% of children are not working at age-expected levels in the areas of Communication and Language on entry to school. 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.

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
Challenge 1 Attainment 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.	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. This will be measured by teacher assessments and moderation, end of Key Stage 2 SATs results, headline data and other appropriate assessments. <i>Who is this monitored by and when?</i> Monitored by SLT through data analysis and half termly progress meetings.
Challenge 2 Attendance Children who are eligible for Pupil Premium funding have attendance at least in line with national %	Attendance for children who are in receipt of Pupil Premium funding, and those who are not, are both at least in line with national %. The number of children who are in receipt of Pupil Premium funding, who are persistently absent is at least in line with national %. 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. <i>Who is this monitored by and when?</i> Monitored by Attendance Officer, Inclusion Lead and HT in three-weekly meetings
Challenge 3 Social and Emotional Needs	100% of children who need social and emotional support are able to access this.

The school is able to address and meet children's social and emotional needs which readies them for learning and the school day.	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. <i>Who is this monitored by and when?</i> Monitored by Pastoral Lead, Inclusion Lead and HT in half termly Inclusion meetings
Challenge 4 Broadening Social / Cultural Capital and Raising Aspiration Children eligible for Pupil Premium access extra-curricular activities for which there may be a financial or aspirational barrier. 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.	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. <i>Who is this monitored by and when?</i> Monitored by Pastoral Lead, Inclusion Lead, DHT and HT in half termly meetings 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. Personal development curriculum is well sequenced. 100% of children who are in receipt of Pupil Premium funding have a structured entitlement to SMSC and character education – see Personal Development curriculum.
Challenge 5 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.	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. 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

	interventions and achieve their set target before they progress to Year 1. <i>Who is this monitored by and when?</i> Monitored by Early Years Lead and SENDCo in half-termly progress meetings.
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Activity in this Academic Year (2026 – 2027)

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	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 <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	1, 5
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. <u>Evidence:</u> - 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	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	1, 2, 3, 4, 5

	relationships, safeguarding, behaviour and engagement with school and their peers. This shows visible leadership and commitment, as well as a culture of high expectations. <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	
Additional Teacher time (Y6)	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. <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	1
“Disadvantaged Reading Project”	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. <u>Evidence:</u> Reach Schools: https://reachschools.uk/	1, 5
Little Wandle	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. Evidence Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Little Wandle https://www.littlewandle.org.uk/about-us/our-pedagogy/	1, 5

Use of key apps and online programs (for example iMovie, Keynote, Reflex, SATs Bootcamp, Socrative, Quizzizz, Wordwall, Showbie, Spelling Shed	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. <u>Evidence:</u> TTRS https://trockstars.com/data_files/file_4348e17497591ba2630d5bd8ff528e56.pdf Spelling Shed https://blog.edshed.com/spelling-shed-wins-a-bett-award/	1, 4, 5
Digital Pedagogy for the Advantage Project	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). <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	1, 4, 5
Engagement and 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. <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	1, 2, 3, 4, 5
Access to NPQs and ECT support programme and 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] 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. <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	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 (Reception / KS1 and KS2 programmes). Maths Champion in the Nursery	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. <u>Evidence:</u> Mastering Number: Building Strong Foundations in Early Years [www.ncetm.org.uk]	1, 5
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 <u>Evidence:</u> https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach	1, 3, 4, 5
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 <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	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	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. <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
Targeted English and Maths interventions e.g. Little Wandle, Mastering Number	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. <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
Language buildings activities, particularly in the early years (storytelling, story baskets, rhyming games and songs, role play, I spy, drawing club)	These games all develop vocabulary, expressive language, sequencing and language building activities. They also develop empathy, confident and communication. <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/

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	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. <u>Evidence:</u> - EEF: Closing the Attainment Gap https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap	1, 3, 4
Extracurricular clubs (employing provider / TA for drama, football etc)	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. <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	1, 3, 4
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. <u>Evidence:</u> Attendance - TPAT ConnectED/ https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1, 2, 3
Attendance Support	TPAT Attendance Policy and the Tiered approach supports individual families with attendance. <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	1, 2, 3
	<u>Evidence:</u> Trauma Informed Schools UK https://www.thriveapproach.com/ Early child developmental and care: forest schools	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	Pastoral / mental health support can improve wellbeing, attendance and academic outcomes. Programmes improve self-regulation, resilience and emotional wellbeing. They give targeted support for children with ACES, also impacting on attendance. 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. <u>Evidence</u> EMHP 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 Thriving Lives Toolkit https://aff.org.uk/news/guidance-for-schools-to-help-service-pupils/	1, 2, 3, 4, 5
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. <u>Evidence:</u> Early child developmental and care: forest schools https://www.tandfonline.com/doi/pdf/10.1080/03004430.2018.1446430	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 academic year.

Measure	<i>Pupils eligible for PP</i>	<i>Pupils eligible for PP (national average 2026; data taken from Corestats)</i>	<i>Pupils not eligible for PP (national average 2026; data taken from Corestats)</i>
Meeting expected standard at Key Stage 2 (Alverton 2026 – 14 pupils)	Combined: 64% Reading: 79% Writing: 64% Maths: 71% GPS: 71%	Combined: 48% Reading: 63% Writing: 61% Maths: 62% GPS: 61%	Combined: 70% Reading: 80% Writing: 79% Maths: 81% GPS: 79%
Achieving High Standard at Key Stage 2 (Alverton 2026 – 15 pupils)	Combined: 0%	Combined: 4%	Combined: 11%
Multiplication Tables Check (Alverton 2026 – 12 pupils)	Average score 22.0 33% scored 25		
Year 1 Phonics (Alverton 2026 – 7 pupils)	100%		
GLD (Alverton 2026 – 7 pupils)	71%		

Intended Outcome	Success Criteria	On Target?		
		25-26	26-27	27-28
Challenge 1 Attainment 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.	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. This will be measured by teacher assessments and moderation, end of Key Stage 2 SATs results, headline data and other appropriate assessments. See table above.			
Challenge 2 Attendance Children who are eligible for Pupil Premium funding have attendance at least in line with national %	Attendance for children who are in receipt of Pupil Premium funding, and those who are not, are both at least in line with national %. Whole School Attendance: 95.3% (National (Arbor) 94.4%) Pupil Premium Attendance: 93.5% (National (Arbor) 92.0%) The number of children who are in receipt of Pupil Premium funding, who are persistently absent is at least in line with national %. Pupil Premium Persistent Absence: 17.9% (National (Arbor) 26.2%)			

	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. This is monitored at least half-termly, including with the trust EWO. The number of pupils eligible for PP who are at Tier 1 has reduced from 8 to 4 from the Autumn with 1(different) pupil at Tier 2 in both the Autumn and the Summer.			
Challenge 3 Social and Emotional Needs The school is able to address and meet children's social and emotional needs which readies them for learning and the school day.	100% of children who need social and emotional support are able to access this. 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. Almost 70 children received social and emotional support this year, including 36 children eligible for Pupil Premium. This has included pastoral support from our own staff and specialist support from a behaviour support worker, play therapist, CMHT, Women's Refuge.			
Challenge 4 Broadening Social / Cultural Capital and Raising Aspiration Children eligible for Pupil Premium access extra-curricular activities for which there may be a financial or aspirational barrier. 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.	100% of children who are in receipt of Pupil Premium funding attend at least 1 weekly after school club (and have sustained participation). This year 80% attended; this increased from the Autumn term when we pupil conferenced those pupils not attending a club to try to put on one that would interest them. Action Point: to increase club provision at lunchtime to ensure all pupils attend at least one club each week as after school participation can be a barrier. 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. 100% of children who are in receipt of Pupil Premium funding have visits to museums, galleries and theatres mapped out and are involved in enrichments programmes and visitors in school. Action Point: to map out this provision to ensure a broad range for all pupils. Personal development curriculum is well sequenced. 100% of children who are in receipt of Pupil Premium funding have a structured entitlement to SMSC and character education – see Personal Development curriculum.			
Challenge 5 Disadvantaged pupils make at least expected progress in the area of	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.			

Communication and Language in the EYFS enabling them to better access their learning alongside their peers.	This will be measured by teacher assessments and moderation, end of Key EYFS data and any other appropriate assessments. 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 interventions and achieve their set target before they progress to Year 1. Having assessed starting points on entry to Reception, early identification and interventions were put in place for those children not at age-expected levels. This resulted in an increased % of children meeting the ELGs for Communication and Language compared to the % on entry; 92% of pupils with no identified SEND need met the ELG for Listening, Attention and Understanding; 95% met the ELG for Speaking. Visual communication boards have been transformational for non-verbal children with SEND. Within the 25-26 Reception cohort, there were four children who were non-verbal on entry. Those children who did not reach the ELG have significant SEND in terms of C and L or have EAL. All targeted children who received intervention reached the ELGs. Next year, we will be using the WELLCOM screening tool for all children, not just those who we initially consider may not be working in line with age-expected levels for Communication and Language, which should help identify all those who need additional support.			
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Externally Provided Programmes

Programme	Provider
NPQ	NIoT
Reflex Maths	Explore Learning
Little Wandle	Little Wandle
White Rose	White Rose
Spelling Shed	EdShed
Nessy	Nessy Learning
My Maths	Oxford University Press
SATs Boot Camp	

Service Pupil Premium Funding

Measure	Details
How did you spend your Service Premium allocation in the last academic year?	This was put together with the total Pupil Premium funding.
What was the impact of that spending on service pupil premium eligible pupils?	