Treloweth School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	29.18%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	24-27
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	N. Furnish
Pupil premium lead	R. Scott
Governor / Trustee lead	K. Monk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,400
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
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*	£212,400

Part A: Pupil premium strategy plan

Statement of intent

Our commitment is for all pupils to make good progress and achieve high levels of attainment across the curriculum, irrespective of challenges they may face, their background, or starting point. Our intent and aims aligns with the Education Endowment Foundation's (EEF) recommendations for a tiered approach, which emphasises high-quality teaching, targeted academic support, and strategies addressing wider barriers to learning.

Our approach is structured around three key tiers, as recommended by the EEF:

High-Quality Teaching: High-quality teaching is at the core of our strategy and is essential for closing the attainment gap for disadvantaged pupils. We prioritise continuous professional development, support for early career teachers, and recruitment and retention of skilled staff. Professional development sessions are carefully planned to improve teaching practice through our CPDD approach, targeting specific areas in teacher's practice such as ways to develop reading comprehension and fluency, and numeracy strategies.

Targeted Academic Support: We use data and diagnostic assessment to identify and address the needs of pupils who require additional support, particularly in literacy, numeracy, and oracy. Academic interventions are tailored, linking directly to classroom instruction and the broader curriculum. Small-group and one-on-one interventions aim to accelerate progress, helping pupils reach age-related expectations.

Wider Strategies for Non-Academic Barriers: Recognising that non-academic challenges—such as attendance, behaviour, and mental health—impact learning, we implement supportive measures tailored to our community. Interventions include attendance initiatives, social-emotional learning, and mental health support. We focus on creating a positive school experience that nurtures pupils' well-being, engagement, and resilience.

Specific Objectives

Raise Standards in Numeracy, Literacy, and Oracy: Early intervention ensures pupils meet age-related expectations. Regular assessment helps identify areas for improvement, and staff are trained to deliver effective, evidence-based literacy and numeracy support.

Foster a Rich Use of Language: We strive to create confident, articulate young people through an enriched curriculum that emphasises cultural capital and expressive skills. Improve Attendance and Punctuality: We target low attendance and persistent lateness by addressing the root causes, using a personalised approach to support pupils and their families.

Support Mental Health and Well-being: Recognising the impact of mental health on academic performance, we prioritise interventions for pupils with anxiety or other social-emotional needs.

Implementation and Monitoring

This strategy is monitored and evaluated continuously to ensure effective delivery and adaptation based on emerging needs. Using EEF's guidance, we have a structured plan to:

Diagnose Needs: We adopt a rigorous approach to understanding the specific challenges facing our disadvantaged pupils, using comprehensive data to build a detailed understanding of each pupil's needs.

Evidence-Based Approaches: Drawing from the best available evidence, we choose interventions that have been shown to work in similar contexts, supported by tools like the EEF's Teaching and Learning Toolkit.

Ongoing Evaluation: We monitor and evaluate outcomes regularly, making data-informed adjustments to sustain improvements over time. Staff are engaged in reflective practices, providing feedback and participating in professional development to enhance delivery.

Our ultimate goal is to prepare all pupils for successful transitions to secondary education and beyond. By embedding this comprehensive and sustained approach, we aim to equip pupils with the skills, confidence, and resilience they need to thrive as globally responsible citizens in a changing world.

Challenges

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

Challenge number	Detail of challenge
1	Observations, assessments, and discussions with pupils indicate that oral language skills and vocabulary are significantly underdeveloped among disadvantaged pupils at Treloweth. There are also high numbers of speech and language needs. This limitation begins in the Early Years and persists through to Key Stage 2, often placing these pupils below age-related expectations in reading and writing. Language and vocabulary gaps can reduce pupils' confidence and limit their ability to engage fully with classroom discussions and learning tasks. They also impact their ability to make meaningful connections in subjects such as science, history, and geography, where subject-specific terminology is essential for understanding.
2	Early reading assessments and teacher observations reveal that disadvantaged pupils face greater difficulties with phonics and foundational reading skills compared to their peers. This challenge has a compounding effect, limiting their ability to achieve fluency and, subsequently, comprehension in later years. Last year, 64.3% of disadvantaged Year 1 pupils met the phonics check benchmark compared to 68.3% as a whole cohort. Last year, the End of Key Stage 2, reading assessments show that 50% of disadvantaged Year 6 pupils met the expected standard benchmark compared to 63.3% as a whole cohort.

3	Assessments and classroom observations indicate that mathematical fluency is a significant challenge for disadvantaged pupils at Treloweth. Many pupils struggle with foundational arithmetic skills, leading to slower progress in problem-solving and more advanced mathematical concepts. Disadvantaged pupils often find it difficult to recall number facts quickly, which is essential for efficient learning in later stages. Gaps in mathematical fluency are compounded by limited access to supportive resources outside school, leaving disadvantaged pupils less able to reinforce their skills independently.
4	Many disadvantaged pupils at Treloweth display social and emotional challenges, which affect their and resilience in academic settings. Social-emotional needs are further impacted by limited social interactions and enrichment opportunities. Additionally, some disadvantaged pupils face adverse childhood experiences (ACEs), which can influence their mental health and readiness to learn.
5	Although improving, historic attendance data at Treloweth shows a persistent gap between disadvantaged and non-disadvantaged pupils, with the former group experiencing higher rates of absenteeism and lateness. This is a major barrier to learning, as pupils with irregular attendance miss vital instruction, fall behind in core subjects, and struggle to maintain progress. Lower attendance rates can also impact social integration and lead to feelings of disengagement from the school community. Families of disadvantaged pupils often face additional challenges, such as unstable housing, health issues, or lack of transportation, which contribute to irregular attendance. Attendance records from 23/24 indicate that disadvantaged pupils at Treloweth have an average attendance rate of 93.52% compared to 95.88% for non-disadvantaged pupils, with 6% of disadvantaged pupils classified as persistently absent (below 90%).
6	Pupils live in a predominantly monocultural and geographically isolated part of Britain which limits their exposure to, and knowledge of, the diverse range of cultural backgrounds beyond their own community
7	Significant numbers of pupils lack appropriate access to the internet or devices at home, this can lead to a lack of understanding of purposeful technology use, low confidence in school with use of technology or risky behaviours online.

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
To enrich and broaden our children's understanding of cultural diversity within Britain and around the world	Children have a knowledge of the cultural diversity within their own community, the UK and beyond. They are inquisitive and talk positively about a range of cultures different to their own.
Improved Oral Language and Vocabulary Skills: Disadvantaged pupils will demonstrate stronger oral language skills and vocabulary knowledge, closing the gap with their non-disadvantaged peers. This improvement will be evident through increased participation in classroom discussions and enhanced engagement in learning.	By the end of Key Stage 1, there will be an increase in disadvantaged pupils who meet age-related expectations in vocabulary assessments. Additionally, pupil participation in oracy activities will increase, as measured by classroom observations and teacher feedback questionnaires.
Enhanced Early Reading Skills and Phonics Proficiency: Accelerate reading progress for disadvantaged pupils, particularly in phonics, to ensure they achieve reading fluency and comprehension benchmarks. Disadvantaged pupils will meet or exceed age-related expectations in reading, closing the literacy gap by the end of Key Stage 2.	There will be a significant increase in the number of disadvantaged pupils in Year 1 who meet the phonics screening check benchmark. End of key stage reading assessments will show that the school is at least in line with national average for disadvantaged pupils.
To develop a digital strategy which builds on skills developed within the computing across the curriculum to enable pupils to learn and stay safe online.	Children are able to think critically, understanding when and how to use technology appropriately, understanding risks and advantages.
Enhanced Social, Emotional, and Behavioural Well-being: Improve the social-emotional well-being and behavioural engagement of disadvantaged pupils, helping them develop resilience, positive attitudes toward learning, and a sense of belonging in the school community.	By the end of each year, qualitative data (from student and teacher surveys, behaviour logs, and attendance at enrichment activities) will indicate increased engagement in learning and participation in school enrichment activities.
Increased Attendance and Reduced Persistent Absenteeism: Improve attendance rates for disadvantaged pupils, reducing the gap between their attendance and that of non-disadvantaged pupils, thereby supporting consistent academic progress.	By the end of the academic year, the attendance rate for disadvantaged pupils will improve aiming to reduce the attendance gap with non-disadvantaged peers. Persistent absenteeism among disadvantaged pupils will decrease.
To develop a digital strategy which builds on skills developed within the computing across the curriculum to enable pupils to learn and stay safe online.	Children are able to think critically, understanding when and how to use technology appropriately, understanding risks and advantages.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £151,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular use of the 'Lyfta' resource is achieved within school through: -planning Lyfta into school assembly plans -introducing 'Lyfta time' to enable classes to 'explore' on a regular basis -articles being utilised to support non-fiction reading lessons (as appropriate)	hundrED recommended resource "helps teachers to nurture empathy, active citizenship and 21st Century skills."	6
Through the Trust RE network group, Lyfta resources will be mapped against the curriculum	Teacher Toolkit recommended resource to develop cultural capital and enrichment, providing valuable and cost-effective experiences.	6
Short writing activities based on a Lyfta stimulus will take place as part of a Trust wide competition (500 words)	EEF Improving Literacy studies (giving pupils a reason to write).	6
CPD for teachers and TAs to support quality first teaching in relation to oracy.	*"Professional development can support whole school approaches to close the word gap for disadvantaged pupils."* ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPISTS	1
CPD for teachers and TAs to support quality adaptive teaching and delivery of interventions for speech and language needs.	*"Professional development in speech, language and communication",* publication from The Communication Trust	1

CPD for teachers to strengthen pedagogy and curriculum implementation in computing inc online safety.	*Unicef – Closing the digital divide for good.*	4
CPD for teachers and TAs to support quality first teaching in relation to developing and promoting self-efficacy: praising for effort and use of strategies; finding pivotal moments; recognising the importance of challenge; creating opportunities for roles of responsibility.	*Gutman and Schoon (2013) "Non-cognitive skills are vital for educational success.* *Schunk (1981): Self-efficacy as a predicator of academic performance* *Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.*	5
Consistent behaviour management and classroom routines training for new members of staff	Training in behaviour management and classroom routines improves engagement, focus, and creates a supportive learning environment. EEF suggests behaviour interventions yield +3 months of progress.	4 SDP Priority 4 (Leadership Development), supporting a school-wide approach to high expectations and classroom consistency.
Regular use of standardized assessments to diagnose and address learning gaps Use of new maths diagnostic assessments and training given.	EEF notes diagnostic assessments help tailor support for identified gaps, contributing to +6 months progress.	1,2,3 SDP Link: Priority 1 (Quality of Education), supporting data-informed instruction to close learning gaps effectively.

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

Budgeted cost: £50,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions for speech and language, directed by a Speech and Language Therapist.	EEF Guide to the Pupil Premium 'Menu of approaches'.	1
Daily "post-teach" sessions led by teaching assistants to support disadvantaged pupils in consolidating math and writing skills.	EEF highlights targeted support after lessons as effective in reinforcing understanding and addressing learning gaps.	3,4 SDP Priority 2 (Provision for SEND and disadvantaged), Priority 1 (Writing and Mathematical Fluency).
Implement speech and language interventions with trained staff to improve oral language skills and address vocabulary gaps.	Oral language interventions show +6 months of progress on average, especially when combined with regular classroom practice (EEF).	1,4 SDP Priority 5 (Oracy and Vocabulary Development).

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

Budgeted cost: £10,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement attendance clinics, utilise Trust attendance policies, and conduct family engagement sessions to improve attendance and punctuality among disadvantaged pupils.	EEF recommends targeted family engagement to improve attendance and build strong school-family relationships, shown to improve attendance and educational outcomes.	5 SDP: Priority 2 (Attendance and Engagement).
Train staff in social-emotional learning techniques, create nurture groups, and utilise Wild Tribe for outdoor learning experiences to boost mental well-being.	SEL programs typically yield +4 months of progress in learning, as per EEF, improving resilience, social skills, and overall well-being.	4 SDP Priority 2 (Mental Health and Well-being).

Subsidise extracurricular activities and school trips, to ensure all disadvantaged pupils have access to enriching, culturally broadening experiences.	Research highlights that extracurricular engagement fosters a greater sense of belonging and encourages academic improvement in low-engagement pupils.	4,5 SDP Priority 3 (Curriculum Development and Engagement).
Parent workshops for children in EYFS, to raise the importance of reading with young children.	Reference list from the Book Trust's "*Getting Children Reading"* strategy John Hattie (2008) estimates that the effect of parental engagement is equivalent to two to three additional years learning over a pupil's school career.	2
Parent workshops supporting online safety.	South West Grid for Learning	7

Total budgeted cost: £212,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the 2023–2024 academic year, Treloweth's Pupil Premium strategy concentrated on supporting disadvantaged pupils through high-quality teaching, targeted academic interventions, and wider strategies addressing non-academic barriers. While phonics outcomes for Year 1 and Key Stage 2 results in reading and mathematics did not meet our benchmarks, these results have provided important insights. Moving forward, our approach will place an even stronger emphasis on foundational reading skills, including vocabulary development and structured phonics support, alongside workshops to equip parents with strategies to support literacy at home.

Despite challenges in some areas, we achieved notable successes in other key outcomes, particularly in mathematics and foundational skills. Our Year 4 multiplication check results were a significant highlight, with 44% getting 25/25 (above national average) . Targeted programs like Mastering Number and Number Sense strengthened math fluency and foundational skills, which has boosted pupil confidence and set a strong base for future learning. Small-group and one-on-one support were also critical in helping pupils consolidate essential skills, and we are committed to building on this success across all year groups.

Our efforts to improve attendance and support pupil well-being also yielded positive results. Through targeted family engagement sessions, regular attendance clinics, and mental health support initiatives—attendance went from 92.6% in 22/23 to 93.5% in 23/24. Pupils who participated in social-emotional support demonstrated notable improvements in self-regulation and classroom engagement. These outcomes reflect the value of a holistic approach, addressing both academic and well-being needs, which will continue to guide our strategy as we strive to support children to be curious, kind and connected.

Externally provided programmes

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

Programme	Provider