

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	348
Proportion (%) of pupil premium eligible pupils	37.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Chris Lee
Pupil premium lead	Callie Fox
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,310
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£159,310

Part A: Pupil premium strategy plan

Statement of intent

At Penryn Primary Academy, our aims are to give all children, regardless of their socio-economic background, the knowledge, skills and understanding to achieve their full potential academically, socially and emotionally. This takes place in the context of a safe and nurturing school environment where each individual child is known, feels a part of the school community, and knows their learning journey is unique to them.

High-quality teaching and provision is underpinned by strong relationships between all stakeholders. We aim to give children the necessary skills and experiences to prepare them for life in modern British society and strive for equity in the education we provide.

We aim to consider the challenges faced by our disadvantaged children, and strive to remove barriers, so that each child is aspirational, fulfilling their potential and reaching the highest of expectations that we have of them.

Our approach will be reactive to common challenges and individual needs, informed by our assessments. The approaches we have adopted ensure children thrive in order to reach their full potential. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged and supported holistically within the school.
- To be proactive in supporting children as needs are identified.
- Ensure all staff take full responsibility for all disadvantaged children's outcomes and wellbeing – raising the expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident from when children join our Nursery and Reception and are more prevalent among our disadvantaged pupils than their peers. Despite improvements of oracy in children in KS1 and KS2, there is still a gap between our disadvantaged and non-disadvantaged children. This means that children are less able to access the curriculum and articulate their needs and understanding.
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. This starts on entry to Reception continues through to KS2.</p> <p>In the last 3 years, on average 61.4% of our disadvantaged pupils achieved age-related expectations compared to 80.8% of other pupils at the end of KS2.</p>
3	Our assessments, observations and discussions with pupils and families indicate that disadvantaged pupils generally arrive at school without necessary skills to be a successful learner (effective self-regulation/metacognitive strategies and resilience). This is evident in Reception through to KS2. These challenges particularly affect disadvantaged pupils, including their attainment.
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been on average between 3 and 4% lower than for non-disadvantaged pupils.</p> <p>Over the last 3 year, 36.5% of disadvantaged pupils have been 'persistently absent' compared to 19.9% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
Improved oral language skills, acquisition and vocabulary, across all subjects to allow access to learning (N to Yr6).	Assessments and observations indicate significantly improved oral language skills and vocabulary among disadvantage pupils. Children will be able to use their newly acquired language within their widening curriculum.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2027/28 show that more than 80% of disadvantaged pupils met the expected standard.
To improve children's learning behaviours primarily through children's self-regulation and subject specific metacognitive strategies.	<p>Improved learning skills demonstrated by:</p> <ul style="list-style-type: none"> • Children are using self-regulation strategies effectively and applying themselves to challenges and their learning. • Children are independent learners who feel that they are 'in charge' of their learning and are proactive in challenging themselves to do their best. • Children will have the necessary tools and strategies to complete work independently, even when 'stuck'. <p>This will be evidenced through pupil conferencing, children's success in their books, improved MOTIONAL assessments and attainment data.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being in line with or below the most recent national average (1.6%, 2022/23) • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being in line with or below the most recent national average (16.2%, 2022/23) and the figure among

	disadvantaged pupils being no more than 10% lower than their peers.
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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: £ 50,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous Professional Development (CPD) to improve high quality first wave teaching and support from all staff. Fund ongoing teacher training release time/overtime for support staff.	The evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1, 2, 3, 4
Embed whole school metacognitive approach with a focus on children independently and continuously reviewing their strategies to support them to be successful	There is significant evidence to show that teaching children, particularly disadvantaged pupils explicit subject specific metacognitive strategies can be worth the equivalent of +7 months progress. Sutton Trust: Metacognitive and self-regulation +7 months EEF Toolkit Social and Emotional learning +4 months	3

with their learning.		
<p>Embed whole school writing approach with a focus on securing fundamental skills needed for writing.</p> <p>Purchase additional resources to develop key skills and stamina for writing, building 'the place value of punctuation and grammar' (Grammarsaurus)</p>	<p>"To develop proficiency in writing, pupils need accuracy and automaticity in transcription (spelling and handwriting) and composition skills which include knowledge of the topic they are writing about. Explicit teaching of foundational skills, including spelling and handwriting, sentence construction, control of grammar and use of vocabulary, allows all pupils to write effectively."</p> <p>Telling the story: the English education subject report - GOV.UK</p>	2
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	3
<p>Embed whole school Voice 21 oracy approach through continued CPD for all staff with</p>	<p>NAEYC 2014 – "By 3 years of age, there is a 30 million word gap between children from the wealthiest and poorest families"</p> <p>Waldfoegel and Washford identified in 2010 a 27% word gap between disadvantaged and non-disadvantaged.</p>	1

<p>a focus on improving quality of interactions and vocabulary development for all pupils in the EYFS – KS2.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions EEF toolkit +6months</p> <p><i>"Research from the EEF shows that on average pupils who take part in spoken language interventions make approximately 5 months of additional progress over a year, with some studies showing the progress of up to six months for pupils from economically disadvantaged backgrounds. Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language approaches might include: targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop 2,3 6 reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction."</i></p> <p>As highlighted in the EEF guidance report Preparing for Literacy:</p> <p>"When done well, high quality interactions often look effortless but they are not easy to do well and professional development is likely to be beneficial."</p> <p>EEF blog: The ShREC approach – 4 evidence-informed strategies... EEF</p> <p>EEF Communication and Language</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 60,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Where appropriate, 1:1, 1:2 and small focus groups to discuss their next steps in learning, make links to previous learning and promote independence.</p>	<p>Research (EEF) evidence high quality one to one support that is purposeful and focused has a high impact on raising attainment (+5 months).</p> <p>Teacher Feedback to Improve Pupil Learning EEF +8 months</p>	<p>1,2, 3</p>

<p>Focused teaching groups within the day are used where appropriate. 1:1 used meticulously for phonics and early reading catch up. Catch up not keep up marking feedback on the same day where possible. KS2 - Pre teach sessions</p>		
<p>Use of WellComm screening and intervention programme to identify speech and language gaps and accelerate progress.</p>	<p>Evidence suggests that oral language interventions has a positive impact of children's progression.</p> <p>NELI Sutton Trust: Oral language interventions +6 months</p> <p>Sutton Trust: Early Years Intervention +5 months</p>	1
<p>Use of Voice 21 from N-Year 6 to improve oracy across all subjects and access to learning</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1

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

Budgeted cost: £ 57,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
2024/2025 – Introduction and planning	"The essential knowledge that children need to be educated citizens" (p31 Ofsted EY Inspection Handbook). It goes on to say: Cultural capital is	3

<p>phase of the 'Penryn Passport' giving our children the essential knowledge that they need to prepare them for future successes and to become well-rounded people.</p> <p>A broad and balanced curriculum has been mapped and will be delivered to ensure that children's learning enables for them to revisit and build upon previously taught knowledge skills in a progressive manner.</p>	<p>the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education"</p> <p>DfE – Early Years Inspection Handbook https://www.gov.uk/government/publications/early-years-inspection-handbook-eif</p> <p>Ofsted Schools Inspection Handbook 2019: "As part of making the judgement about quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Ofsted's understanding of this knowledge and cultural capital matches the understanding set out in the aims of the national curriculum. It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement."</p>	
<p>Forest School intervention sessions and whole class lessons offer our learners the opportunity to learn in a different environment, a different set of skills, which they're able to transfer in to every day</p>	<p>Based on our experiences and those of similar schools to ours, we know a Forest school setting will encourage pupils to take managed risks appropriate to the environment and to themselves and will build on an individual's innate motivation, positive attitudes and/or interests. This will then be able to be applied to their academic learning.</p> <p>Sutton trust: Collaborative Learning +5 months Sutton Trust: Outdoor adventure learning +4 months</p> <p>Forest School Principles Full principles and criteria for good practice Forest School Association</p>	<p>3</p>

practice. Forest school is led and supported by two highly skilled practitioners (L3).	Forest School Research Forest Schools: impact on young children in England and Wales - Forest Research	
Implement SEL interventions (Lego therapy, Draw and talk, emotional coaching, ELSA) with targeted pupils, to complement whole-school approach and in line with TIS ethos.	<p>TIS is recognised as an effective approach supporting emotional resilience which improves progress and attainment in the classroom.</p> <p>Sutton Trust: Behaviour Interventions +3 months Sutton Trust: Social and emotional learning +4 months 1, 3, 5 9</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>Social and emotional learning EEF + 4 months Improving Social and Emotional Learning in Primary Schools EEF</p> <p>Trauma informed approaches aim to have a relational understanding of the specific child's needs, focus on building positive relationships and a clear consistently applied whole school approach to rewards and sanctions, along with effective routines. This mirrors the findings and recommendations from the EEF guidance report: Improving Behaviour in Schools EEF</p> <p>Trauma Informed Schools: our mission</p>	3
Parent support advisor provide/facilitate a range of services to support families through the use of the Penryn Community Hub. Using a variety of ways to communicate with parents to close the 'gap' between parents and the	<p>The Sutton Trust / Education Endowment Foundation's Teaching and Learning Toolkit finds that parental involvement is consistently associated with pupils' success at school. There has been strong evidence on the importance of the home learning environment in determining educational and social outcomes.</p> <p>Sutton Trust: Parental engagement +3 months Students' aspirations, expectations and school achievement: what really matters? - Khattab - 2015 - British Educational Research Journal - Wiley Online Library</p>	3, 4

school. This is a multi-media approach using texts, letters, newsletters, social media and information videos to inform parents about what is happening in school.		
Improve and sustain parental engagement through the use of outcome events, support sessions for home learning, parent meetings.	<p>Parental engagement EEF</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>Parental engagement strategies are typically more effective with parents of very young children.</p> <p>Effects tend to be higher for literacy (+5 months) than for mathematics (+3 months).</p> <p>Working with Parents to Support Children's Learning EEF</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	2
Improve attendance through targeted support for disadvantaged pupils, and taking action in line with DfE guidance.	<p>The first part of this document sets out the principles underpinning an effective whole school strategy for attendance. The second part of this document outlines actions that school staff and local authorities may consider taking to improve attendance for all pupils, pupils at risk of persistent absence and pupils who are persistently absent (PA).</p> <p>Working together to improve school attendance - GOV.UK</p> <p>Persistent absence and support for disadvantaged pupils - Committees - UK Parliament</p>	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to our, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £ £159,310

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

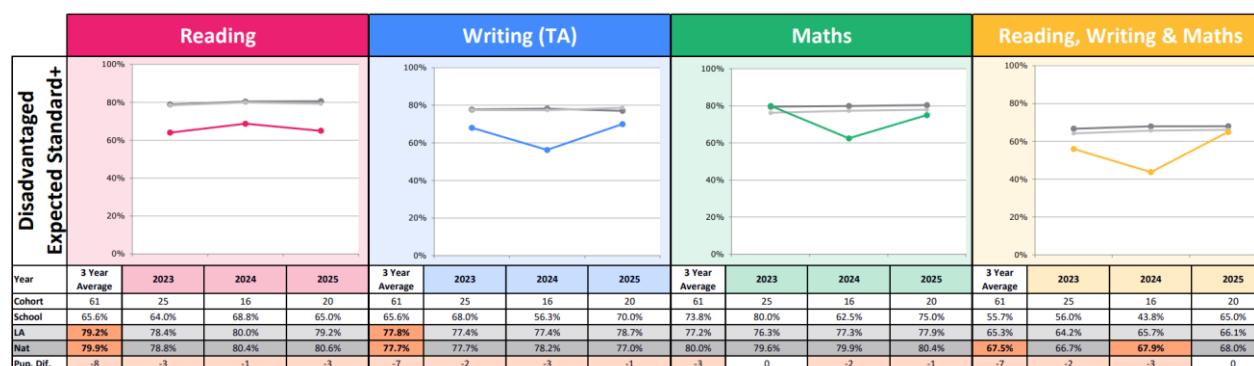
Desired outcome	Progress Made	Lessons learned and implications
Improved children's self-regulation and metacognitive strategies.	<p><u>23/24 Review</u></p> <p>Pupil conferencing, book scrutiny, motional assessments and attainment data show that disadvantaged children are developing their metacognitive skills. Children can identify strategies that support them to be independently successful in their learning but do not yet consistently use these in practise. There is not yet a shared understanding or whole school approach.</p>	<p>CPD is needed on subject specific metacognitive strategies and staff to collaboratively develop whole school approach from nursery to KS2 including developing characters of effective learning.</p>
	<p><u>24/25 Review</u></p> <p>The investment in staff CPD on metacognition has successfully focused teaching practice across the school to focus explicitly on how pupils learn. The introduction of supportive metacognitive characters has given younger pupils (Nursery, Reception, and Year 1) a practical and accessible framework to actively develop self-regulation, strategy use, and problem-solving skills. This ensures disadvantaged pupils are equipped with the skills to monitor and evaluate their own learning, leading to increased independence and resilience in all subjects.</p>	<p>Continue to embed metacognitive strategies as part of our focus on adaptive teaching strategies from Nursery to Y6.</p>

Improved oral language skills, acquisition and vocabulary, across all subjects to learning (2YO – Yr6)	<p>Assessments and observations show improvement in the quality of children's spoken language and quality of their listening skills. Children value listening to others and value being listened to – this has improved the self-esteem of some disadvantaged pupils and therefore improved engagement with lessons and learning. The development of Voice 21 strategies including class oracy agreements has provided clear guidance and expectations for all students.</p>	<p>Despite the clear improvements, this needs to be fully embedded into the school curriculum and maintained now that CPD has been completed. Actions for the next strategy will include maintaining the prominence of oracy across the school and further developing the strategies currently used.</p>
	<p><u>24/25 Review:</u></p> <p>Oracy remains a key strategic pillar and a critical component of our High-Quality Teaching and principles. By maintaining a focus on class-specific Oracy targets and agreed actions, we have successfully created a climate where disadvantaged pupils are empowered to find their voice, articulate complex ideas, and increase their confidence in whole-class and small-group discussions. This enhanced verbal processing directly supports comprehension and retention, contributing significantly to the strong attainment observed in KS2 Reading and Writing.</p>	<p>Now that Oracy is embedded in the classrooms, our focus now is to ensure the same standards and expectations of spoken language is evident in all parts of the school. This includes assemblies,</p>

		lunchtimes, breaktimes and clubs.																																																																																																																																																																		
Improved attainment in reading, writing and maths among disadvantaged pupils.	<p>We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.</p> <p>KS2:</p> <p>Disadvantaged EXP</p> <table><tr><th colspan="2"></th><th colspan="4">Reading</th><th colspan="4">Writing (TA)</th><th colspan="4">Maths</th><th colspan="4">Reading, Writing & Maths</th></tr><tr><th>Year</th><th>Pupils</th><th>School</th><th>LA (other)</th><th>Nat (other)</th><th>Pupil Dif</th><th>School</th><th>LA (other)</th><th>Nat (other)</th><th>Pupil Dif</th><th>School</th><th>LA (other)</th><th>Nat (other)</th><th>Pupil Dif</th><th>School</th><th>LA (other)</th><th>Nat (other)</th><th>Pupil Dif</th></tr><tr><td>2022</td><td>29</td><td>44.8%</td><td>76.5%</td><td>80.3%</td><td>-10</td><td>58.6%</td><td>74.8%</td><td>75.8%</td><td>-4</td><td>58.6%</td><td>73.6%</td><td>78.3%</td><td>-5</td><td>44.8%</td><td>60.8%</td><td>65.9%</td><td>-6</td></tr><tr><td>2023</td><td>25</td><td>64.0%</td><td>78.4%</td><td>78.8%</td><td>-3</td><td>68.0%</td><td>77.4%</td><td>77.7%</td><td>-2</td><td>80.0%</td><td>76.3%</td><td>79.6%</td><td>0</td><td>56.0%</td><td>64.2%</td><td>66.7%</td><td>-2</td></tr><tr><td>2024</td><td>16</td><td>68.8%</td><td>79.7%</td><td>79.5%</td><td>-1</td><td>56.3%</td><td>77.2%</td><td>77.4%</td><td>-3</td><td>62.5%</td><td>77.1%</td><td>79.3%</td><td>-2</td><td>43.8%</td><td>65.4%</td><td>67.1%</td><td>-3</td></tr><tr><td>3 Year</td><td>70</td><td>57.1%</td><td>78.2%</td><td>79.6%</td><td>-15</td><td>61.4%</td><td>76.5%</td><td>77.0%</td><td>-10</td><td>67.1%</td><td>75.6%</td><td>79.0%</td><td>-8</td><td>48.6%</td><td>63.5%</td><td>66.5%</td><td>-12</td></tr></table> <table><tr><th colspan="3">GAP Disadvantaged/ Non</th></tr><tr><th>Year</th><th>Attainment (Scaled Score)</th><th>Progress</th></tr><tr><td>2022</td><td>-6.1</td><td>-2.8</td></tr><tr><td>2023</td><td>0.8</td><td>-2.0</td></tr><tr><td>2024</td><td>-4.7</td><td>-</td></tr><tr><td>3 Year Average</td><td>-3.3</td><td></td></tr></table> <table><tr><th colspan="3">GAP Disadvantaged/ Non</th></tr><tr><th>Year</th><th>Attainment (Pupil Dif)</th><th>Progress</th></tr><tr><td>2022</td><td>-7</td><td>0.0</td></tr><tr><td>2023</td><td>-2</td><td>0.0</td></tr><tr><td>2024</td><td>-4</td><td>-</td></tr><tr><td>3 Year Average</td><td>-13</td><td></td></tr></table> <table><tr><th colspan="3">GAP Disadvantaged/ Non</th></tr><tr><th>Year</th><th>Attainment (Scaled Score)</th><th>Progress</th></tr><tr><td>2022</td><td>-5.2</td><td>-1.4</td></tr><tr><td>2023</td><td>-1.1</td><td>-0.1</td></tr><tr><td>2024</td><td>-5.4</td><td>-</td></tr><tr><td>3 Year Average</td><td>-3.8</td><td></td></tr></table> <p>The data shows us that although reading is not yet in line with national, it is steadily increasing every year. Writing is the most inconsistent subject, despite an increase in</p>			Reading				Writing (TA)				Maths				Reading, Writing & Maths				Year	Pupils	School	LA (other)	Nat (other)	Pupil Dif	School	LA (other)	Nat (other)	Pupil Dif	School	LA (other)	Nat (other)	Pupil Dif	School	LA (other)	Nat (other)	Pupil Dif	2022	29	44.8%	76.5%	80.3%	-10	58.6%	74.8%	75.8%	-4	58.6%	73.6%	78.3%	-5	44.8%	60.8%	65.9%	-6	2023	25	64.0%	78.4%	78.8%	-3	68.0%	77.4%	77.7%	-2	80.0%	76.3%	79.6%	0	56.0%	64.2%	66.7%	-2	2024	16	68.8%	79.7%	79.5%	-1	56.3%	77.2%	77.4%	-3	62.5%	77.1%	79.3%	-2	43.8%	65.4%	67.1%	-3	3 Year	70	57.1%	78.2%	79.6%	-15	61.4%	76.5%	77.0%	-10	67.1%	75.6%	79.0%	-8	48.6%	63.5%	66.5%	-12	GAP Disadvantaged/ Non			Year	Attainment (Scaled Score)	Progress	2022	-6.1	-2.8	2023	0.8	-2.0	2024	-4.7	-	3 Year Average	-3.3		GAP Disadvantaged/ Non			Year	Attainment (Pupil Dif)	Progress	2022	-7	0.0	2023	-2	0.0	2024	-4	-	3 Year Average	-13		GAP Disadvantaged/ Non			Year	Attainment (Scaled Score)	Progress	2022	-5.2	-1.4	2023	-1.1	-0.1	2024	-5.4	-	3 Year Average	-3.8		<p>The quality of teaching and learning in reading and maths is improving the gap between disadvantaged and non-disadvantaged students and is improving attainment.</p> <p>Our writing curriculum needs reviewing with a focus on the fundamental knowledge needed to become a competent writer.</p>
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3 Year Average	-3.8																																																																																																																																																																			

attainment between 2022 and 2023, it fell again in 2024. It also has the largest gap between our disadvantaged and non-disadvantaged pupils. Maths also remains inconsistent however, in 2023 our disadvantaged pupils outperformed our non-disadvantaged pupils and achieved higher attainment than both LA and National disadvantaged .

Review 24/25:



End of KS2
Reading

78%

Targeted literacy and comprehension strategies combined with strong whole-class instruction have accelerated reading progress, moving the cohort well beyond national expectations for disadvantaged pupils.

End of KS2
Writing (TA)

72%

High levels of attainment demonstrate the successful embedding of writing fluency across the entire curriculum, ensuring disadvantaged pupils can articulate their learning effectively.

End of KS2
Maths

72%

Outcomes reflect the effectiveness of precise, evidence-informed teaching and timely targeted intervention, securing core mathematical skills and enabling pupils to access the broader curriculum.

Successful, initial implementation of Grammasaurus to focus on the foundations of writing.

The school needs to now embed this consistently, as writing continues to be an area of focus in the school.

	<p>This strong combined attainment is a testament to the integrated nature of our curriculum and interventions, indicating that the core barriers to learning are being effectively overcome for the majority of the cohort.</p> <p>End of KS2 RWM Com- 65% bined</p> <p>Phonics Screening Check (Year 1): 86.7% of disadvantaged pupils met the expected standard, demonstrating the efficacy of our systematic synthetic phonics programme and early years provision in building foundational reading skills.</p> <p>Year 4 Multiplication Tables Check (MTC): Disadvantaged pupils achieved a strong average scaled score of 23.5. This places their retrieval and recall skills very close to the non-disadvantaged cohort, affirming the success of our retrieval practice and focused mathematics teaching from Key Stage 1 onwards.</p>	
Improved working relationships between the school and community with opportunities to consider all children's	<p>The school has created and will be launching in January 2025 the "Penryn Passport" which has carefully selected opportunities for each year group to take part in an event that will directly involve them with the wider community. We have increased engagement with key organisations within the community including the police. There has also been an increase in learning outcome events which has been positively received by the wider community.</p> <p>There has been an increase in support with home learning and parents/carers attending parent meetings but this is not yet consistent. Most parent/carers have a good relationship with the school.</p>	Parents/carers need clearer guidance of homework expectations age-appropriate strategies to support their child's home learning.

aspirations for the future.	<p><u>24/25 Review:</u></p> <p>The successful launch and implementation of the Penryn Passport has been instrumental in addressing barriers related to cultural capital and enrichment. The Passport formally monitors and ensures equitable access to a wide range of experiences, ensuring that all disadvantaged pupils are benefiting from these vital, rich opportunities.</p>	<p>To continue increasing parental support and engagement, a new action to host small, targeted school events will be implemented. This aims to foster stronger home-school links, building capacity within families to support attendance and academic focus more effectively.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Through half termly meetings with the EWO, key families have been identified and support put in place. Key documents have been sent out and monitoring of focus groups is happen on a two weekly basis. The new attendance information system has been shared with staff and CPD given on this.</p> <p>The attendance lead has created a new tracking system for all pupils which then highlights 'on alert' children. The system can also be filtered to show key groups e.g PP, SEN, ECHP and CIC. From this, families have been identified quicker and support put in place by the class teacher or Welfare Team.</p> <p>EBSAs have been reviewed and staff have received CPD regarding this. Attendance lead and SENCO have worked together to identify new children who</p>	<p>To continue with current practices to keep improving the attendance for disadvantaged pupils.</p>

require an EBSA and key children who need further support to improve attendance.

Through half termly meetings with the EWO, key documentation has been sent out (letter 1, 2 and warning letters and meetings held with HOS and EWO).

Communication with parents has increased awareness of the government attendance percentage and parent's knowledge of what is seen as 'below the national expectation'.

Case studies have been created focusing on what interventions/strategies have had the most impact and areas which the school could improve in for next year.

Attendance	Non-disadvantaged	Disadvantaged
21/22	93.29%	90.05%
22/23	94.44%	91.86%
23/24	93.98%	90.94%
3 year average	93.9%	90.95%

PA	Non-disadvantaged	Disadvantaged
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	<table><tr><td>21/22</td><td>23.68%</td><td>43.4%</td></tr><tr><td>22/23</td><td>17.39%</td><td>29.58%</td></tr><tr><td>23/24</td><td>18.65%</td><td>36.56%</td></tr><tr><td>3 year average</td><td>19.9%</td><td>36.53%</td></tr></table>	21/22	23.68%	43.4%	22/23	17.39%	29.58%	23/24	18.65%	36.56%	3 year average	19.9%	36.53%	
21/22	23.68%	43.4%												
22/23	17.39%	29.58%												
23/24	18.65%	36.56%												
3 year average	19.9%	36.53%												
	<p>Our attendance data over the last 3 years indicates that although attendance has been maintained at a consistent level for disadvantaged pupils, attendance among disadvantaged pupils has been on average between 3 and 4% lower than for non-disadvantaged pupils.</p> <p>Over the last 3 year, 36.5% of disadvantaged pupils have been 'persistently absent' compared to 19.9% of their peers during that period. Although there have been some individual successes, PA still needs to be addressed.</p>													
	<p><u>Review 24/25</u></p> <p>Attendance remains one of the most critical and persistent barriers to sustained academic improvement.</p> <p>The overall attendance rate for the 2024/2025 academic year for our Disadvantaged pupils was 92.8%.</p> <p>Analysis confirms that disadvantaged pupils' attendance is still behind that of their non disadvantaged peers. Persistent Absence rate continues to be a challenge.</p>	<p>Although attendance has improved, compared to the previous year, there still needs to be a continued focus on improving PP attendance.</p>												

	<p>This absence directly impacts the consistency of learning and the effectiveness of any interventions. This disparity necessitates a stronger focus on attendance within the next academic year.</p>	
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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
RWI	Oxford University Press
Place Value of Punctuation and Grammar	Grammarsaurus
Grammarsaurus writing	Grammarsaurus
White Rose Maths	White Rose
Trauma Informed Schools	Trauma Informed Schools
Forest School	Forest School Association
Voice 21	Voice 21
Numbersense	Numbersense
Get set PE	Get Set 4 Education