

## Pupil premium strategy statement – Portreath School 2025-2028

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

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

### School overview

Detail	Data
Number of pupils in school	164
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	
Date on which it will be reviewed	7.7.26
Statement authorised by	
Pupil premium leads	Cassie Pamplin Lucie Clarke
Governor / Trustee lead	Elizabeth Gerrish

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22, 675
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£22, 675

## **Part A: Pupil premium strategy plan**

### **Statement of intent**

At Portreath Primary School, we have the highest expectations for all our children, including our vulnerable cohorts. Our focus on the whole child ensures that we promote and develop self-esteem and self-worth as priorities, knowing that these are the building-blocks to positive relationships in school, and with education. We, as teachers, hold ourselves accountable for the progress and outcomes of our pupils, understanding that when our expectations are high, children will rise to them in a self-fulfilling cycle of high expectations leading to high levels of self-efficacy and sense of agency, and therefore high achievement. We fully believe that when we unlock learning, we enable life-long life choices. Our school motto is: To be curious, creative and courageous in order to grow and make a difference. This is the key driver for our curriculum and wider offer.

We ensure that the highest possible standard of teaching is on offer to all children. We believe that by improving teaching and learning further and by providing a high-quality curriculum to all everyone gains, including pupil premium children. As a school we also believe in the principle of equity and that in order for everyone to have an equal opportunity some children need something different or extra. Research shows that developing cultural capital is something that can change children's lives and open up more opportunities for their future, it can act as a key to unlocking a more advantageous life. We recognise that not all children who receive free school meals will be socially disadvantaged, and we also recognise that not all children that are disadvantaged have free school meals.

What are our ultimate objectives for our disadvantaged pupils?

- Develop their language and vocabulary and help them to develop a love for reading
- Enable them to become confident and effective writers, who also use writing to express themselves
- Raise their levels of numeracy
- Teach oracy explicitly in order for them to be confident speakers and effective listeners who use oracy to aid critical thinking
- Raise the aspirations of the parents and children
- Offer ambitious learning for those from lower starting points or with SEND
- Create successful, ambitious and confident young people
- Give them access to powerful knowledge and cultural capital
- Increase their retrieval and retention of knowledge
- Positively challenge any of their or their families' views regarding education and school experience if need be
- Develop their resilience, well-being and mental health
- Increase their future employability, positive community engagement and help them to become globally responsible citizens
- Prepare them well for secondary education, a life in modern Britain and, for an exciting future and changing world

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils sometimes have less developed cultural capital than their non-pupil premium peers. 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.
2	High numbers of children living in disadvantage have speech and language needs. The word-gap between children living in disadvantage and their peers is large. For some of our disadvantaged children there is an oracy deficit due to lack of exposure of high quality language opportunities.
3	Attainment in writing is lower for some of our pupil premium children, this is partly linked to the language difficulties but for some is linked to difficulties with transcription and lack of life experiences. Attainment in maths can be lower for some of our disadvantaged children, particularly linked to automaticity with number facts.
4	Although attendance is good for our pupil premium children compared to pupil premium nationally, it is still below our non-disadvantaged.  Our attendance data over the last few years indicate that attendance among disadvantaged pupils has been lower than non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Increasing numbers of children show the signs and symptoms of low self-efficacy: avoidance of challenge, low motivation, self-doubt, anxiety and stress.

## 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 cultural capital and understanding of cultural diversity within Britain and around the world.	Children can talk about a range of experiences, including things such as visits to museums, galleries and the theatre. They have had and are able to use and transfer the knowledge and insight gained from these experiences to their academic work. e.g. able to answer reading comprehension questions that require background knowledge.  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.
To ensure children with speech and language needs have timely, targeted	All reception children have been screened in terms of speech and language and relevant intervention put in place. Children with speech and language needs (across the school)

<p>interventions to address their individual needs.</p> <p>Pupil premium children can understand a range tier 2 and 3 vocabulary and apply this in their oral and written work. There is a diminishing gap between PP children and non-pp children in terms of vocabulary use and acquisition.</p> <p>To teach oracy explicitly in order for all children to be confident speakers and effective listeners who use oracy to aid critical thinking.</p>	<p>make accelerated progress and/or catch-up with developmental speech and language norms.</p> <p>Teachers deliver quality first teaching for all, with a focus on vocabulary. More children have access to books at home, and parents read more frequently with their children. Children can articulate their learning by accurately using key vocabulary as identified by staff.</p> <p>Children use a range of higher-level vocabulary in their written work.</p> <p>Children's reading comprehension skills are enhanced as a result of their acquisition and understanding of new words.</p> <p>Children are able to talk about the skills of oracy. The children can take part in paired, group and whole class discussions confidently. Children understand that oracy is an effective tool to help them think.</p>
<p>Barriers for individuals are identified, including for their writing and maths automaticity, and these have been addressed and children are given appropriate provision and support. All children make good progress in writing.</p>	<p>Each pupil premium child has an individual provision map that identifies barriers and strategies to overcome these. Staff have received training to help them ensure that children who have stalled in their writing progress are able to move on.</p> <p>The progressive writing curriculum and high-quality teaching of writing across the school ensures all children make good progress.</p> <p>There is a diminishing gap between PP children and non-pp children in terms of writing attainment by the end of Year 6.</p>
<p>Pupil premium attendance is improved, and this impacts positively on whole school attendance.</p>	<p>Pupils attend school regularly with the school average attendance exceeding 96%.</p> <p>There is no difference between the attendance of disadvantaged pupils or those with SEND and their peers.</p>
<p>To raise children's self-efficacy: their belief in their actions make a difference and therefore able to succeed.</p>	<p>Children have increased confidence in their ability to learn and succeed. Staff have the skills to promote self-efficacy through quality first teaching. School culture promotes self-efficacy for all stakeholders.</p>

### Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 13, 675

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 -using 'Lyfta' resources regularly to enhance curriculum delivery	HundrED recommended resource "helps teachers to nurture empathy, active citizenship and 21 <sup>st</sup> Century skills." Teacher Toolkit recommended resource to develop cultural capital and enrichment, providing valuable and cost-effective experiences.	1, 2
CPD for teachers and TAs to support quality first teaching in relation to vocabulary and oracy, through Voice 21.	"Professional development can support whole school approaches to close the word gap for disadvantaged pupils." ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPISTS Voice 21 and EEF	2
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	2
Refine and embed the well-structured curriculum that is accessible to all, identifies small steps and is broad and balanced.	One of Rosenshine's Principle and endorsed by Tom Sherrington Breaking the curriculum down into smaller steps makes it more accessible to all children	1, 2, 3
In preparation for Sept 2026, when all classes will become single aged, create a new carefully planned long term class novel and non-fiction rolling programme for each year group so that all children are exposed to a range of high-quality texts.	This develops cultural capital-high quality texts lead to children being aware of the wider world and opportunities on offer, as well as exposing them to challenging vocabulary. Evidence shows that prolific readers are better writers. When children are hooked into a book they are motivated to come to school and not miss out.	1, 2, 3, 4, 5
Exploring vocabulary remains a key part of lessons and each half term knowledge organisers are created which include tier 3 vocabulary. These are used in a variety of ways to reactivate learning. These are shared with parents. Dual coding is used to support all children where appropriate.	There is evidence from Brown, Roediger and Mc Daniel that reactivation of knowledge helps to transfer information to long term memory. Use of knowledge organisers as effective learning tool are recommended by educationalists such as Faye Hemming.	2

Use of coaching for teachers and implementation of a new continuous professional and personal development programme.	Tom Sherrington's work on incremental coaching shows that this is a powerful way to improve teaching and learning.	1,2,3,5
Dedicated release time given in order for teachers to undertake CPD activities including observations of other staff.	Research, including things such as the EPI review 2020, shows that helping teachers to become better teachers is one of the things that will make the biggest difference to children's learning. The Charter College of Teaching promotes the importance CPD and having time to read research.  Having a good work life balance is important, as recognised by the government, therefore time needs to be given to staff to do some of their CPD within work time.	1,2,3,5
The curriculum intent for writing has been updated to fit with the new class structure (Sept 2026), to strengthen the broader curriculum and adjusted to reflect best practice considering the Writing Framework.	English Education Review: 'Telling the Story' Alex Quigley's work, 'The Writing Gap' The Writing Framework	3
Use of Drawing Club and RWI phonics from day 1 in Reception to support early reading and writing.  RWI development days take place each year.	Ofsted-Strong Foundations in the First Years of School English Education Review: 'Telling the Story'	3
The use of Grammarsaurus resources for teacher CPD and to help children understand the structure of language.  Place value of punctuation and grammar unit completed in Y1-Y5.	English Education Review: 'Telling the Story' Alex Quigley's work, 'The Writing Gap'	3
Staff and TA meetings on high expectations from all staff reference punctuation and handwriting in work across the curriculum. There is a focus on handwriting and presentation from day 1, including pencil grip and staff talk to the children about why it is important. There is a focus on ascenders and descenders, using Letter Join and the children have regular handwriting sessions. Ensure basics are the focus in KS. Support teacher new to Year 1.	English Education Review: 'Telling the Story' Ofsted-Strong Foundations in the First Years of School The Writing Framework	3
Embed the use of modelling as a key feature in writing lessons. More use of visualiser rather than flip chart to model.	Rosenshine's Principles	3

	Range of evidence to support this, including EEF	
Training on Mastering Number completed and being delivered in Year 3. Teachers across the school are working with the Maths Hub and collaboratively with other schools to develop practice.	An EEF recommendation and also the work of NCTEM	3
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 predictor of academic performance Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.	5
Our school motto is 'To be curious, creative and courageous to grow and make a difference'. Our curriculum is built around the idea that they can make a difference to themselves and others. This is promoted through lessons and assemblies as well as our ethos. This message is displayed throughout the school and is referred to continuously.	Gutman and Schoon (2013) "Non-cognitive skills are vital for educational success." Schunk (1981): Self-efficacy as a predictor of academic performance Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.	5

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual provision maps created for each pupil premium child by teacher and TA, these identify key barriers, strategies to overcome these barriers and this is reviewed regularly.	This has proved effective in the past in the school and has been suggested in a number of pupil premium training events, including those led by Marc Rowland.	1-5
Targeted interventions for speech and language, directed by a Speech and Language Therapist.	EEF Guide to the Pupil Premium 'Menu of approaches'.	2
1 to 1 support for those children who need additional support to learn multiplication facts in Y4+ and maths addition facts from the fluency grid in Y1-Y3 is provided.	Those children who still have gaps in their number sense and lack fluency struggle to tackle KS2 work and it is a key barrier.	3
Numbersense intervention group for Y4-6 is delivered by a TA.	Those children who still have gaps in their number sense and lack fluency struggle to tackle KS2 work and it is a key barrier. It is a recognised national programme.	3

Support within class through scaffolding and prompting.	Evidence shows that it is not always best to take children out of class but instead every interaction can be seen as an intervention, the TA can scaffold learning and help make it accessible for all so all children are exposed to the challenging work.	2, 3
Purchase licences for Reading Dr so targeted individuals complete reading and spelling interventions on the ipads.	Recognised effective programmes that use precision teaching as recommended by our school's educational psychologist.	3
Support children who are struggling with their phonics, with 1 to 1 RWI intervention sessions, following training on this from RWI consultant.	RWI is a DfE approved programme with a proven record of ensuring all children make good progress in phonics and have a strong start to early reading which results in confident and competent readers. The 1 to 1 intervention is part of the RWI programme.	3
Gross Motor Skills (Funfit), fine motor skills intervention and handwriting interventions to support those children who are not forming letters correctly take place. Use of 'Write from the Start' and 'Letter Join' to support these interventions.	Ofsted-Strong Foundations in the First Years of School All established programmes based on research.	3
Y6 SAT intervention groups before/after school are run.	There is a variety of evidence to support and is a EEF recommendation. The national Tutoring programme suggests that 1 to 3 is an effective ratio. It has proved very effective in our school in the past.	3,5

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging parents:</p> <p>Regular communication through the weekly newsletter, half termly learning letters from class teachers, sharing resources such as knowledge organisers.</p> <p>Parent workshops for children in EYFS, to raise the importance of reading with young children.</p> <p>Parental workshops on things such as sleep run by the Early Help Hub.</p>	<p>Reference list from the Book Trust's "Getting Children Reading" strategy</p> <p>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.</p>	1,2,3,5



<p>Parental engagement sessions with a focus on families whose children have SEND.</p> <p>Completed Parental Engagement toolkit audit and created an action plan which has been implemented.</p> <p>Good use of Class Dojo to improve communication between home and school.</p>		
<p>Improve attendance by improved communication with parents that is targeted and personalised.</p> <p>Work on helping everyone to feel like they belong and want to be in school.</p> <p>Rigorous monitoring and analysis of attendance data takes place.</p>	<p>Work of Mark Rowland <u>Todd Rogers and Avi Feller</u> Government document ;'Working together to improve school attendance'</p>	4
<p>Remain a partner school to the Hall for Cornwall and be involved in a variety of theatrical experiences and working with a variety of professionals, including dance, music.</p> <p>Creating a whole school performance annually.</p> <p>Opportunities to explore behind the scenes and the theatre and learn about jobs linked to the theatre take place.</p>	<p>This will develop cultural capital, an area of high importance supported by the work of people such as Marc Rowland and David Didau.</p> <p>It will give the children an opportunity to be creative and the arts can be an effective educational tool and this is supported by the research and work of people such as Ken Robinson.</p>	1, 5
<p>Assemblies are used to exposure children to a range of art, musicians and as a way to broaden children's thinking and ideas and for them to meet a variety of people and presenters.</p>	<p>The work of Bourdieu, David Didau, Lee Elliott Major, Emily Briant and other sociologists on the impact of developing cultural capital</p>	
<p>Ensure all children are involved in a good range of school trips and camps.</p>		
<p>Offer after school and lunchtime clubs.</p>		
<p>Develop musical experiences by taking part in Songfest and</p>		

using resources such as Charanga and Sing Up.		
Continue to subscribe to School cloud as a tool to improve parent engagement in parent consultations.	Evidence of the influence of parents on children at a young age and evidence that working with parents has a positive impact on a child's education. It is also a recommendation from EEF.	
Targeted children receive 1 to 1 emotional support, with a TIS style approach.	TISUK Dan Hughes' work	5
Ensuring good transition activities take place in preparation to start school, each year and then on to secondary school.	Evidence shows the importance of a smooth transition to ensure progress	5

**Total budgeted cost: £ 22, 675**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- 100% of pupil premium children passed the Year 1 phonic screening
- At end of KS2 100% of pupil premium children were working at or above the expected standard in reading, writing, GPS and maths
- 100% of pupil premium children achieved GLD at the end of Reception

Success criteria	Review
<p>Children can talk about a range of experiences, including things such as visits to museums, galleries and the theatre. They have had and are able to use and transfer the knowledge and insight gained from these experiences to their academic work. e.g. able to answer reading comprehension questions that require background knowledge.</p> <p>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.</p>	<p>External visitors, including Ofsted, commented on the wealth of curriculum enrichment that happened at our school. They said how well the children could talk about these experiences and also how well prepared there are for life after Portreath school. It was noted that the enrichment activities were an integral part of our curriculum and contributed to the children's deeper understanding and knowledge.</p> <p>Reading is a strength across the school and children's comprehension is enhanced by these rich experiences.</p> <p>The curriculum provides exposure to a wide range of cultures as well as celebrating British and Cornish culture. It is woven through the humanities and the arts. Staff are mindful of the images and resources they use to ensure a positive representation is given and are cautious about reinforcing stereotypes.</p>
<p>All reception children have been screened in terms of speech and language and relevant intervention put in place. Children with speech and language needs (across the school) make accelerated progress and/or catch-up with developmental speech and language norms.</p> <p>Teachers deliver quality first teaching for all, with a focus on vocabulary. More children have access to books at home, and parents read more frequently with their children. Children can articulate their learning by accurately using key vocabulary as identified by staff.</p> <p>Children use a range of higher-level vocabulary in their written work.</p>	<p>The SALT screening picked up on children who needed early intervention and this led to rapid progress for these individuals.</p> <p>Vocabulary is a key feature in all lessons. Teachers model its use and have high expectations. Children are becoming much more confident at articulating their learning using a range of vocabulary. It is also becoming a more common feature in their writing.</p>

<p>Children's reading comprehension skills are enhanced as a result of their acquisition and understanding of new words.</p>	
<p>Each pupil premium child has an individual provision map that identifies barriers and strategies to overcome these.</p> <p>Staff have received training to help them ensure that children who have stalled in their writing progress are able to move on.</p> <p>The progressive writing curriculum and high-quality teaching of writing across the school ensures all children make good progress.</p> <p>There is a diminishing gap between PP children and non-pp children in terms of writing attainment by the end of Year 6.</p>	<p>Each child has a map and these have helped staff to think more carefully about the barriers (academic and non-academic) faced by the children so are more able to help overcome these.</p> <p>Barriers in writing have been a particular focus, and these will continue to be the case and some of our children who struggle with writing the most are pupil premium. Going forward there will be a focus on transcription in EYFS and KS1 and for interventions across the school to help ease cognitive load.</p> <p>The writing curriculum implementation has been successful at providing meaningful and interesting context to motivate the children. The strength of this curriculum was commented on by an inspector on a Crofty writing thematic visit.</p>
<p>Pupils attend school regularly with the school average attendance exceeding 96%.</p> <p>There is no difference between the attendance of disadvantaged pupils or those with SEND and their peers.</p>	<p>Attendance was 95.7% across the school</p> <p>Fsm=94.6 (top 10-20% of schools)</p> <p>SEND=93.7</p> <p>Fsm&amp;SEND=95.6% (top 10% in country)</p> <p>6.7% PA (top 10-20% in the country)</p>
<p>Children have increased confidence in their ability to learn and succeed. Staff have the skills to promote self-efficacy through quality first teaching. School culture promotes self-efficacy for all stakeholders.</p>	<p>External visitors have commented on the confidence of our children. They are able to articulate their learning but also their views. Ofsted were amazed by the children's aspirations and plans for the future.</p>