

# 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Tregolls Academy
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	79 – 37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Demelza Bolton
Pupil premium lead	Luke Rees
Governor / Trustee lead	Maddy Mustoe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,385
Recovery premium funding allocation this academic year	£0
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	£134,385

**Part A: Pupil premium strategy plan**

## **Statement of intent**

Tregolls serves a community facing significant social and economic challenges, with its deprivation indicator in quintile 4 nationally. A high proportion of pupils are eligible for pupil premium, and the school is committed to addressing the barriers that prevent disadvantaged children from achieving in line with their peers. Our strategy focuses on long-term investment in provision, not just short-term fixes.

We aim to support every learner academically and personally, fostering curiosity, resilience, and independence in a nurturing environment. Our goal is to ensure all pupils make strong progress and achieve high attainment, regardless of background. We aspire to break generational cycles and help children become responsible, contributing citizens.

Quality first teaching is central to our approach, supported by continuous professional development and evidence-based practice. Staff are equipped to deliver high-impact teaching that accelerates progress for disadvantaged pupils.

We also provide targeted interventions and broader strategies to enrich life experiences and cultural capital. Recognising that disadvantage extends beyond free school meal eligibility, we support families who are 'just about managing' and face issues like fuel poverty. Our inclusive strategy ensures all children, regardless of their circumstances, benefit from the support and opportunities they need to thrive.

## **Demography and School Context**

Truro is a small city in Cornwall. Tregolls serves the Trelander and Penair estate with most pupils living within walking distance of the school.

The school's roll had been consistently falling for the past 3 years averaging around 260 pupils, including the nursery. The current roll is 211 including nursery pupils. Mobility has been high currently. This has been through a combination of factors, including the school's most recent Ofsted inspection, higher than average leadership turnover and many EAL families are joining. 18% of the school population are EAL.

Tregolls is an urban estate on the outskirts of Truro. The city has been expanding rapidly over the past 10 years putting greater demand for school places. As a result Tregolls expanded to build 8 additional classrooms to accommodate the growing population. Instability in school leadership and falling birth rates have impacted the school size. Despite Truro being a relatively affluent part of the County, the surrounding Trelander estate has high levels of deprivation and falls in the 0-10% most deprived areas of the UK. 30% of pupils live in the 0-30% most deprived areas of the UK with 94% of children living in the 0-50% most deprived area.

The levels of EAL pupils attending Tregolls Academy are slightly below the national average, 22% (Tregolls 18%), but is significantly higher than the Cornwall average (5%). The proportion of disadvantaged pupils at Tregolls (37%) is in line with the national average.

## **Ultimate Objectives**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6, preparing them for their next step in their education.

## Achieving these objectives

We will use the following guiding principles to support disadvantaged children:

- Ensure all staff understand how disadvantage affects learning and how we address it.
- Use assessment to inform decisions and classroom practice, with excellent teaching at the core.
- Build strong relationships with pupils, understanding their strengths, needs, and aspirations.
- Provide a well-taught, well-resourced, and properly funded rounded education.
- Deliver adaptive, high-quality teaching that scaffolds learning without limiting potential.
- Explicitly teach metacognitive skills to boost self-awareness and motivation.
- Address financial and practical barriers to learning and enrichment.
- Prioritise attendance, intervening early and positively to remove barriers.

## Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills are prevalent with under developed oral language skills and vocabulary gap more evident in disadvantaged pupils. Pupils on entry to Reception, including nursery, have significant gaps with this and it is present as children move throughout KS1 and KS2, which impacts their academic achievement across the curriculum.
2	Our assessments and observations have identified that pupils' basic arithmetic skills do currently provide children the mental fluency to be able to access more complex mathematical problems. This has led to

	significant knowledge gaps and therefore pupils falling below the age-related expectation.
3	Assessments, observations and discussions suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Our attendance data on average for the last three years indicate that attendance among disadvantaged pupils has been 3.4% lower than for non-disadvantaged pupils. 25.1% of disadvantaged pupils have on average been 'persistently absent' compared to 12% of their peers during that period. Rates of PA are falling over the 3 year trend but disadvantaged pupils are twice as likely to miss school than their non-disadvantaged peers. Our monitoring indicates that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Fluctuating levels of parental support of and engagement with the school and their children's home learning can lead to disadvantaged pupils making less progress academically and socially leading to reduced life chances. Supporting and informing parents on how best to do this is vitally important.
6	The percentage of pupils with an identified SEN continues to rise year on year. 28.3% of the school population are on the Record of Need, well above the national average of 18.3%. In addition, 10.4% of the school population have ECHPs, which is significantly higher than the national average of 3.5%, and 34.5% of children at Tregolls with SEN are disadvantaged.
7	Complex family situations. On average, pupils from disadvantaged backgrounds at Tregolls Academy have experienced more Adverse Childhood Experiences. These include pupils who have suffered family separations, bereavements or other circumstances that make life particularly challenging.
8	Accumulation of skills and experiences needs to improve social and cultural capital and life aspirations.

## 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
Improve the oral language, communication and vocabulary of disadvantaged pupils.	<p>Children will make rapid progress in phonics lessons evidenced by regular assessment.</p> <p>Children's spoken language will become easier for adults and children to interpret leading to better communication of the children's wants and needs.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p>

	<p>Monitoring and learning walks demonstrate access to high quality vocabulary input and oracy development in lessons.</p> <p>The school's engagement with 'WellComm' is established. staff are trained appropriately to ensure maximum impact.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>During pupil conferencing and lesson observations pupils are observed as having a breadth of vocabulary that reflects their experiences and children will be observed to connect ideas orally and explain what is happening coherently</p>
<p>Strengthen the teaching and monitoring of the reading curriculum, including strong foundations in phonics, so that pupils can read key knowledge across subjects to know more and remember more of their learning.</p> <p><b>KS2 Reading Summary</b>  School, all pupils - 67% (2024) 56% (2025)  National, all pupils - 74% (2024) 75% (2025)  School, disadvantaged – 63% (2024) 50% (2025)  School, non-disadvantaged – 71% (2024) 63% (2025)  Disadvantage pupils to achieve ARE or above in KS2 Reading.</p> <p><b>Phonics Screening Check</b>  School, all pupils – 86% (2024) 66% (2025)  National, all pupils – 80% (2024) 80% (2025)  School, disadvantaged – 80% (2024) 56%</p> <p>Disadvantaged pupils to pass the PSC and overall PSC results to remain in line with or above national.</p>	<ul style="list-style-type: none"> <li>- Leaders ensure that daily high quality phonics provision takes place developing pupils' knowledge and is delivered daily, with fidelity to the program.</li> <li>- Training needs are identified and put in place where weaknesses in phonics provision has been identified.</li> <li>- Initial phonics screenings identify pupils at risk of failing the screening. Phonic gaps are identified and 1:1 tutoring is in place to support the pupils.</li> <li>- Monitoring and training ensures that all subject teachers explicitly teach subject-specific reading strategies.</li> <li>- Assess all pupils in KS2 who are identified as Working Towards. Analyse the assessment to identify pupils who require additional phonic support and those who require a fluency intervention.</li> <li>- Ensuring that teachers use assessment effectively to plan work that helps pupils, including those with SEND, to build on what they already know and can do.</li> <li>- Conduct half-termly book studies focused on reading tasks and comprehension evidence across subjects, starting <b>October 2025</b>.</li> </ul>
Strengthen the quality, consistency and delivery of the writing curriculum, including	<ul style="list-style-type: none"> <li>- Implement daily sentence-level instruction using modelled, shared, and guided writing approaches by <b>October 2025</b>.</li> </ul>

<p>strong foundations in spelling and handwriting, to ensure high quality outcomes for all pupils.</p>	<ul style="list-style-type: none"> <li>- Ensure all units of writing follow the full writing process (planning, drafting, revising, editing, publishing) by <b>Autumn 2, 2025</b>.</li> <li>- Introduce structured daily handwriting and spelling sessions in EYFS, KS1, and targeted KS2 groups by <b>September 2025</b>.</li> <li>- Inset day (4.9.25) will all staff focuses on the structure of a handwriting session, the progression of the skills and approaches to identifying barriers.</li> <li>- Staff meeting on the 1.10.25 outlines the schools new spelling program and provide staff with age specific training.</li> <li>- Writing lead to complete planning surgeries with each teacher to ensure consistency of the implementation of the writing approaches.</li> <li>- Monitoring of writing is regular and efficient. Any pockets of weakness are quickly addressed.</li> <li>- Identify key pupils through accurate assessment and deliver targeted writing interventions (e.g., sentence construction, spelling, motor skills) for identified pupils by <b>October 2025</b>, reviewed termly.</li> <li>- Deliver half-termly CPD on sentence instruction, feedback, and writing progression, starting <b>Autumn Term 2025</b>.</li> </ul>
<p>Improved maths progress in disadvantaged pupils.</p> <p><b>KS2 Maths Summary</b>  School, all pupils - 70% (2024) 50% (2025)  National, all pupils - 74% (2024) 74% (2025)  School, disadvantaged – 57% (2024) 40% (2025)  School, non-disadvantaged – 77% (2024) 63% (2025)  Disadvantage pupils to achieve ARE or above in KS2 Maths.</p>	<p>Professional development will be used to raise the quality of Teacher's and Support Staff's knowledge of mathematics, children's mathematical development and of effective mathematical pedagogy.</p> <p>Leaders of maths monitor the implementation of the schools approach to delivering mathematics.</p> <p>Effective strategies for assessment, including retrieval practice and progress tests, to be implemented across all year groups to ensure that teaching builds on what children already know.</p> <p>Daily arithmetic sessions focus on the core skills in each year group and build sequentially allowing for reduced cognitive load.</p> <p>When tested at the end of Year Four, pupils from disadvantaged backgrounds will know their tables up to 12x12 fluently</p>
<p>Ensure that all pupils, particularly those who are disadvantaged or have SEND, make sustained and substantial progress across the curriculum, achieving outcomes that prepare them well for the next stage of education.</p>	<ul style="list-style-type: none"> <li>- Staff meeting to take place on 11.9.25 to review the schools lesson structure and ensure that each component is know and understood by all staff.</li> <li>- Monitoring indicates that school wide lesson structures are used consistently and coherently across all lessons and phases.</li> <li>- Structured retrieval routines (e.g., daily reviews, weekly quizzes, knowledge organisers) are evident in all subjects by <b>September 2025</b>. That explicitly links to the school's core knowledge, skills and vocabulary. Information is used effectively by teachers to identify misconceptions.</li> <li>- Subject monitoring identifies that the use of high-engagement techniques (e.g., cold calling, mini-whiteboards, MTYT) are consistently evident in every lesson by <b>Autumn Term 2025</b>.</li> </ul>

	<ul style="list-style-type: none"> <li>- All curriculum planning to include clear sequencing and reference to prior knowledge and skills.</li> <li>- Provide termly CPD for support staff on proactive classroom roles and responsive teaching strategies:</li> <li>- Staff meeting on the 1.10.25 focuses on effective assessment strategies and approaches to addressing misconceptions</li> <li>- Staff meeting on the 8.10.25 looks at approaches to adaptive teaching – why is this important and what is the impact it can have?</li> <li>- Embed a feedback policy that focuses on actionable next steps and long-term learning, reviewed termly through book looks and pupil voice.</li> <li>- Provide incremental feedback to improve the quality of teaching, learning and delivery.</li> </ul>
To ensure that the attendance of pupils who are disadvantaged (SEN, PP) are in line with national attendance figures.	<p>Robust attendance tracking and procedures allow for early identification of persistent absentees.</p> <p>Effective intervention ensures that attendance of disadvantaged pupils who are persistently absent improves, with a minimum target of 95%.</p> <p>Persistent Absence is reduced and disadvantaged groups' attendance is in line with or below non-disadvantaged groups and in line with or below national average figures.</p>
Families identified as having complex family situations are supported through a multi-agency approach.	<p>Parent voice will be captured, and pupil progress will not be affected by adverse childhood experiences.</p> <p>Disadvantaged pupils with complex family situations will be supported as part of the schools wider pastoral team.</p>
Increased parental engagement and support from home.	<p>Increase in the number of families attending Parent/Carer Meetings.</p> <p>Encourage pupils and engage parent/carers with home learning activities.</p> <p>Reading books/diaries to be brought into school daily as well as home learning books to support the delivery of the curriculum.</p>
All staff to take responsibility for better outcomes for disadvantaged learners and support them to accumulate the skills and experiences needed to improve social capital and life aspirations.	<p>Increased access for disadvantaged pupils for the accumulation of skills and experiences needs to improve social capital and life aspirations. Pupil conferencing on life aspirations. KS2 secondary destination choices more diverse. Reports on whether these children attend university or further education in the future.</p> <p>Over 75% of pupils from disadvantaged backgrounds will attend a club.</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: £ 90,038

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching	De-emphasising or replacing high-quality teaching with other activities will only worsen educational disadvantage. Focusing on raising aspirations and improving parental involvement will be unlikely to lead to success if it is not built on success in the classroom. Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment including the EEF publication 'Closing the Attainment Gap'. To maintain high quality teaching, continued professional development must be embedded. Key leaders to work closely with Aspire Academy Trust Disadvantaged network the Cornwall education team to look at effective strategies to improve the quality of T&L. Professional development to help teachers implement the core teaching elements (metacognition and self-regulated learning, and language development and comprehension) will be a priority. Embedding the use of formative assessment strategies across the school will support teachers to identify gaps in learning and address the needs of all learners.	1, 2, 3, 5, 8
Use the Aspire Academy Trust Graduated Approach to Inclusion	Having a consistent approach to identifying need and supporting children, that fits in with the local authority/Code of Practice, will provide evidence of provision implemented for a child and is a helpful tool when looking at how a child can be supported. Training opportunities and high-quality CPD will continue to be offered to all teaching staff to make a real difference to the life chances of all pupils. Staff will be supported by the Trust SENCO to use the key trust documentation to address the needs of individual pupils and encourage them to participate fully in school life. Exposure to different approaches to learning will enrich the educational experiences of everyone, promote character development and support our school's ethos and values.	7,8
Additional adults in EYFS and KS1 ensuring there is a sharp focus on children acquiring a wide vocabulary and	The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has been shown to have the largest potential for immediate impact on attainment. The EEF document 'Preparing for Literacy' recommends that high quality adult/child interactions are important and	1,3

communicating effectively.	<p>sometimes described as talking with children rather than just talking to children.</p> <p>Adults have a vital role to play in modelling effective language and communication and language provides the foundation of thinking and learning and should be prioritised.</p>	
<p>High quality support and guidance from external support such as the Maths Hub and in line with the DfE and EEF guidance will support teachers in effectively enhancing our maths teaching and curriculum.</p> <p>Teachers will be released to access bespoke support on improving pupils early number sense and embedding basic skills such as subitising to ensure the foundations of early number are established.</p>	<p>The government-funded Maths Hubs exist to support the teaching of maths across the country. They offer leadership training to upskill maths leaders with their subject knowledge, as well as provide bespoke training within schools. They support embedding a mastery approach within schools. The EEF recognise that mastery learning within schools can have up to 5months of additional progress within a year when delivered effectively.</p> <p>Fluency Bee or other such number facts based programs, provide schools with a systematic and structured programme to support children's number facts in Early Years to KS1 and KS2 as appropriate. It supports to deepen children's understanding of number and number relationships, and fluency in addition and subtraction facts.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	2
<p>Improve the quality of emotional and mental health support and teaching to ensure that pupils are ready to learn.</p> <p>Academic approaches to the delivery of social and emotional education is embedded across the school through highly</p>	<p>There is extensive evidence associated with improve child emotional and social skills with improved academic support. The EEF recognise this through their research in to social and emotional learning, stating that when delivered effectively, can have up to +4months progress within a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	6, 7, 9

personalised and targeted training and support.		
Read Write Inc	The delivery of Read Write Inc. to support and improve reading data. All staff received two training days and the Reading Leader, Miss. Niki Grant, will continue to complete coaching sessions to support the implementation of this programme.	3

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

Budgeted cost: £ 31,916.41

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://www.educationendowmentfoundation.org.uk/Phonics-EEF">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1, 3
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment (Wellcom: <a href="https://www.educationendowmentfoundation.org.uk/Nuffield-Early-Language-Intervention-EEF">Nuffield Early Language Intervention   EEF (educationendowmentfoundation.org.uk)</a>	1, 3
Pupils, especially those at the end of Y6, to be given bespoke 1:1 and group intervention which is targeted to support their basic arithmancy and reading fluency	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk/Small-group-tuition-EEF">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	2, 3

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

Budgeted cost: £ 12,430.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Extra-Curricular Activities and Curriculum Enrichment	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. Both visits and visitors can enhance and deepen knowledge, but only if they are planned and connected to the subject. However, too many visits and visitors are stand-alone activities and when this happens, it means missed opportunities for learning. Visits and visitors can provide opportunities for generating questions, further research, and extended writing opportunities. Curriculum enrichment is considered by subject leaders and class teachers to support our pupils to develop the knowledge and skills they need to enable them to understand the world just that little bit better. Pupils at Tregolls Academy need access to experiences to enable them to accumulate these skills.	10
The school has invested heavily in ensuring that staff training regarding behaviour is relevant and purposeful. We have 5 trained practitioners who provide bespoke 1:1 support to pupils with managing their behaviour.	The Trauma informed approaches which aim to have a relational understanding of the specific child's needs, focus on building positive relationships, and having clear consistently applied whole school approach to rewards and sanctions, along with effective routines, mirrors the findings and recommendations from the EEF improving behaviour in schools. <a href="https://www.traumainformedschools.co.uk/">https://www.traumainformedschools.co.uk/</a>	6, 7, 9
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.  Staff training and additional support from the externally appointed EWO ensure that all staff members, from the admin teams through to teachers and Senior Leaders are able to effectively implement the school's policy on supporting attendance.	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. 'Improving Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	4

**Total budgeted cost: £ 134,385**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### Part B: Review of the previous academic year.

#### Outcomes for disadvantaged students

Intended outcomes	Success Criteria	22-23	23-24	24-25
Improved oral language skills and vocabulary among disadvantaged pupils to ensure this group's skills are in line with all others.	Children will make rapid progress in phonics lessons evidenced by regular assessment.			
	Children's spoken language will become easier for adults and children to interpret leading to better communication of the children's wants and needs			
	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.			
	Monitoring and learning walks demonstrate access to high quality vocabulary input and oracy development in lessons.			
	The school's engagement with 'WellComm' is established, Elkan strategies are embedded further and staff are trained appropriately to ensure maximum impact.			
	This is evident when triangulated with other sources of evidence, including engagement in lessons,			

	book scrutiny and ongoing formative assessment.			
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	The school's implementation of the recovery curriculum ensures that pupils' mental health and wellbeing is forensic in meeting the needs of disadvantaged pupils, providing a team of experts to meet their needs.			
	Disadvantaged pupil's needs are met and supported through challenging periods of their lives.			
	Sustained higher levels of emotional well-being, mental health and resilience impact demonstrated by qualitative data from pupil/parent survey and teacher observations using 'Boxhall Profile'.			
	Measured termly using qualitative data from student voice, student and parent surveys and teacher observations.			
	Significantly reducing the impact of poor behaviour on pupils including reducing exclusion levels for all pupils, especially disadvantaged.			
Further improved parental engagement, expectations and understanding for PP pupils.	School communication systems will be readily accessible and utilised by 100% of parents (e.g. Arbor and Parent Pay).			
	Parent meeting opportunities will be widened including virtual meetings offered alongside physical face to face meetings to enable an increased percentage of			

	parents to attend. Ultimately, impacting upon progress.			
	Continue to upskill parents to be able to support with their children's home learning via parent platforms and child participation.			
	Safeguarding and Pastoral Support Officer to develop further engagement with hard to reach families.			
Attendance and punctuality improves overtime for identified families of disadvantaged children.	Ensure that attendance of disadvantaged pupils is above 95%			
	A comprehensive and progressive approach to supporting attendance (including celebrating strong attendance) will be in place.			
	There will be no differential between the attendance of the groups in receipt of pupil premium and those not in receipt (or the gap will have diminished significantly).			
	Attendance Lead and Safeguarding and Pastoral Support Officer is accountable for improved attendance, and this is a standing item in all SLT meetings to ensure that attendance for all children is in line with National figures.			
By the end of KS2, to increase the % of disadvantaged pupils achieving the expected standards in reading, writing, maths and SPAG, reducing the attainment	Gaps in children's knowledge and understanding within the sequential curriculum will be rapidly identified and addressed.			
	High quality teaching provision will be in all classrooms for all children.			



gap between non-disadvantaged peers in line with national figures.	A comprehensive and individualised approach to continual professional and personal development will be in place to ensure quality first teaching is consistently developed and enhanced.			
	Teaching assistants will be able to support pupils to develop independent learning skills and manage their own learning.			
	Pupils eligible for Pupil Premium make more progress than 'other' pupils in order to narrow the attainment gap by the end of KS2.			
	The progress of disadvantaged pupils is in line with national disadvantaged expectations in all subjects by the end of KS2 in 2024/5.			
	Measured termly by teacher assessments, PRR, low stake quizzes, summative assessments and successful moderation practices established across the Trust.			
All staff to take responsibility for better outcomes for disadvantaged learners and support them to accumulate the skills and experiences needed to improve social capital and life aspirations.	Every pupil eligible for PP will attend at least three trips per year.			
	Over 75% of pupils eligible for PP will attend an extra-curricular activity.			

Success Criteria Met	On Track to meet Success Criteria	Started but not on track to meet Success Criteria	Not yet started
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Fluency Bee	White Rose Maths
Read Write Inc. Fresh Start	Ruth Miskin's Read Write Inc
Read Write Inc. Phonics	Ruth Miskin's Read Write Inc
Trauma Informed Schools training	TIS UK
White Rose Resources	White Rose Premium Resources
Jigsaw	Jigsaw PSHE Ltd