

# Pupil premium strategy statement – Carclaze Primary School

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

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

## School overview

Detail	Data
Number of pupils in school	376
Proportion (%) of pupil premium eligible pupils	17.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	25/26-27/28
Date this statement was published	01.09.25
Date on which it will be reviewed	10.07.26
Statement authorised by	Emma Williams Headteacher
Pupil premium lead	Liam Donelly
Governor / Trustee lead	Matt Double

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,785
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£118,785</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Carclaze CP School, we are committed to ensuring that all under-resourced pupils achieve well, attend regularly and leave primary education with the confidence, knowledge and skills required for the next stage of their education and for life beyond school. Our ambition is to remove barriers associated with disadvantage through a strategic focus on high-quality teaching, targeted academic support and wider strategies that promote wellbeing, inclusion and aspiration. Rooted in our values of Communicate, Care, Persevere and Sparkle, and our mission of curious minds, kind hearts, bright futures, we aim to ensure that every child is supported to thrive academically, socially and emotionally.

Our three-year Pupil Premium strategy is informed by our local context as a large, rural Cornish school, the identified needs of our pupils and families, and robust evidence from the Education Endowment Foundation (EEF). The strategy is aligned to the EEF's tiered approach, prioritising high-quality teaching, complemented by targeted academic interventions and wider strategies to support attendance, wellbeing and enrichment. Ongoing assessment, evaluation of impact and collaboration with parents, carers and external agencies ensure that funding is used effectively. We recognise that not all under-resourced pupils are eligible for Pupil Premium funding and therefore take a needs-led approach to supporting all pupils vulnerable to underachievement.

Our strategy is guided by the following core priorities:

### Strategic Priorities

#### 1. Attendance, Wellbeing and Readiness to Learn

We recognise that strong attendance, positive behaviour and pupil wellbeing are essential foundations for learning. Through high-quality pastoral care, targeted wellbeing interventions, family engagement and partnership working with external agencies, we aim to ensure under-resourced pupils attend regularly, feel safe and supported, and are emotionally ready to learn. By fostering caring relationships and promoting resilience and self-regulation, we enable pupils to persevere through challenges and engage positively with learning.

#### 2. High-Quality Teaching and Targeted Academic Support

High-quality teaching is central to our Pupil Premium strategy and has the greatest impact on improving outcomes for under-resourced pupils. We prioritise strong curriculum design, clear learning intentions, effective assessment and responsive feedback, with a particular emphasis on early reading, language development and vocabulary acquisition. This is supplemented by evidence-informed, targeted small-group

and one-to-one interventions in key priority areas, including phonics, reading, writing and mathematics, to address gaps, secure progress and sustain high expectations for all pupils.

### 3. Widening Opportunities and Raising Aspirations

We are committed to ensuring under-resourced pupils have equitable access to enrichment opportunities, educational visits, residential and wider curriculum experiences that develop cultural capital, confidence and aspiration. Financial barriers are removed wherever possible to enable full participation in school life. These opportunities broaden horizons beyond our rural community, promote positive attitudes to learning and support pupils in developing ambitious goals for their future.

This is a whole-school commitment. All staff share responsibility for the progress, wellbeing and success of under-resourced pupils. Through careful, evidence-informed use of Pupil Premium funding, aligned to the EEF’s tiered approach, and by working in close partnership with families, we aim to narrow attainment gaps, raise aspirations and ensure that every child at Carclaze CP School is supported to **communicate with confidence, care for themselves and others, persevere through challenges and sparkle – now and in the future.**

## Challenges

This details the key challenges to achievement that we have identified among our under-resourced pupils.

Challenge number	Detail of challenge
1	<p><b>Attendance, Engagement and Readiness to Learn</b></p> <p>Under-resourced pupils have higher absence rates than their non-under-resourced peers (6.9% compared to 4.1% 2025-25; 7.2% compared to 4% 2024-25) continuing to limit engagement and curriculum access.</p> <p>In addition, increasing social, emotional and mental health needs affect some under-resourced pupils’ ability to regulate behaviour, maintain routines and engage consistently with learning. Targeted pastoral, wellbeing and attendance support is required to ensure these pupils attend regularly, feel secure and are ready to learn.</p>
2	<p><b>Phonics and Early Reading</b></p> <p>In 2024/5, 16% of under-resourced children did not meet the Expected Standard in the Phonics Screening Check (PSC) compared to 13% of non under-resourced children; a significant barrier to early reading and wider curriculum access. These pupils require targeted and additional Systematic</p>

	Synthetic Phonics (SSP) to support and secure decoding skills in order to achieve the Expected Standard by the end of Year 2
3	<p><b>Writing Attainment and Progress</b></p> <p>Writing attainment for under-resourced pupils has been below the National Average for the last 2 years with the progress gap for EGPS widening in the latest year (2025). These pupils require targeted additional support to improve the writing quality, accuracy and depth in order to meet the Expected Standard in Writing with an increasing proportion reaching the Higher Standard (cohort dependent).</p>
4	<p><b>Aspirations, Cultural Capital and Wider Opportunities</b></p> <p>Some under-resourced pupils and families demonstrate lower aspirations, which can limit pupil ambition and future pathways. Participation in enrichment activities is lower for under-resourced pupils, reducing access to cultural capital, confidence-building experiences and wider opportunities. Targeted support is needed to raise aspirations and ensure under-resourced pupils engage fully in enrichment and experiences that broaden horizons and support future success.</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
<p><b>Attendance, Engagement &amp; Readiness to Learn</b></p> <p>All under-resourced pupils attend school, arrive on time and are ready to learn</p>	<ul style="list-style-type: none"> <li>• Under-resourced</li> <li>• Improved readiness to learn evidenced through engagement and participation in lessons</li> <li>• Keep up strategy enacted with evidence of gaps in knowledge and understanding closing; evidenced in pupil voice and work scrutiny</li> <li>• Reduced behaviour incidents for PP pupils</li> <li>• Improved student voice feedback on wellbeing and relationships</li> <li>• Increased participation in mentoring, pastoral and SEMH interventions</li> <li>• PP pupils are ready to learn; full uniform and fully equipped</li> </ul>
<p><b>Phonics and Early Reading</b></p> <p>All under-resourced pupils are able to read with increasing fluency and decode accurately</p>	<ul style="list-style-type: none"> <li>• 100% of pupils pass the Year 1 PSC</li> <li>• 100% of Year 2 pupils retaking the PSC pass on re-assessment</li> <li>• The reading fluency for all pupils is 90 WPM at the end of Key Stage 1 or for those reading below this metric; interventions demonstrate an improvement in reading fluency accuracy and comprehension of the text,</li> </ul>

<p><b>Writing Attainment and Progress</b></p> <p>All under-resourced pupils produce writing of an increasingly high quality</p>	<ul style="list-style-type: none"> <li>• 80% (59% NA) of PP pupils meet the Expected Standard in Writing at the end of KS2</li> <li>• 15% ≤ of all pupils achieve Greater Depth by 2027</li> <li>• All pupils are securing strong foundations in writing: spelling, accurate letter formation, accurate punctuation and oral composition this is reflected in pupils' books and articulation of their learning.</li> </ul>
<p><b>Aspirations, Cultural Capital and Wider Opportunities</b></p> <p>All under-resourced pupils demonstrate higher aspirations, engage widely in enrichment</p>	<ul style="list-style-type: none"> <li>• Increased PP participation in enrichment activities</li> <li>• Pupil voice reflects and increasing level of confidence and ambition</li> </ul>

## 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: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Quality First hand Teaching strategies-</i> Explicitly teaching and embedding metacognitive strategies in Writing</p>	<p><a href="https://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Teachers explicitly teaching modelling of their thinking and using a collaborative approach in class will provide children with techniques and strategies to air their independent learning. There is some evidence to suggest that pupil premium pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-</p>	<p>3</p>

	regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.	
<i>Providing and supporting all key staff with RWI training inc. new RWI lead. Utilising RWI lead by providing daily support, monitoring and supporting all staff delivering RWI programme.</i>	<p><a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Evidence shows that a systematic phonics approach engages pupils but all staff have to have the correct pedagogic knowledge for this to be maximised. In addition, a responsive approach to grouping pupils allows accelerated progress through the programme</p> <p><a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p>	2

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

Budgeted cost: £ 29,785

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>RWI targeted intervention</i>	<p><a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Evidence shows that a systematic phonics approach engages pupils but all staff have to have the correct pedagogic knowledge for this to be maximised. In addition, a responsive approach to grouping pupils allows accelerated progress through the programme</p>	2

	<p><a href="#">Phonics   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p><a href="#">One to one tuition   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p>	
<p><i>1:1 Speech and Language targeted intervention from EYFS</i></p>	<p><a href="#">Oral language interventions   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some pupil premium pupils to catch up with peers, particularly when this is provided one-to-one</p> <p><a href="#">Oral language interventions   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year.</p>	2,4
<p><i>Small Group Writing Intervention daily (1 hour) for Year 2 targeted children.</i></p>	<p><a href="#">Small group tuition   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p><a href="#">Literacy KS1 Guidance Report 2020.pdf</a></p> <p>Targeted interventions involve a teacher, teaching assistant, or other adult providing intensive individual or small-group support.</p>	2, 5

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

Budgeted cost: £ 43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Support From internal Counsellor, Well - being Coach and Lead.</p>	<p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Research shows that some children struggle to access learning due to emotional or social barriers which need to be addressed before children can focus on academic learning. This strand in school is delivered in whole class lessons (Jigsaw) but also in targeted small group and individual interventions provided by the school's patrol support.</p>	<p>1</p>
<p><i>Daily class attendance checks and monitoring.</i></p>	<p>There is a direct correlation between poor attendance and poor academic ability.</p> <p><a href="https://www.gov.uk">Absence and attainment at key stages 2 and 4: 2013 to 2014 - GOV.UK (www.gov.uk)</a></p> <p>By monitoring attendance and ensuring parental engagement there is a consistent approach to narrowing the attendance and attainment gap.</p> <p><a href="https://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>
<p><i>Residential offered at reduced rate (50%)</i></p>	<p><a href="https://educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>
<p><i>All pupil premium children supported by staff members</i></p>	<p><a href="https://educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Mentoring in education involves pairing</p>	<p>1</p>

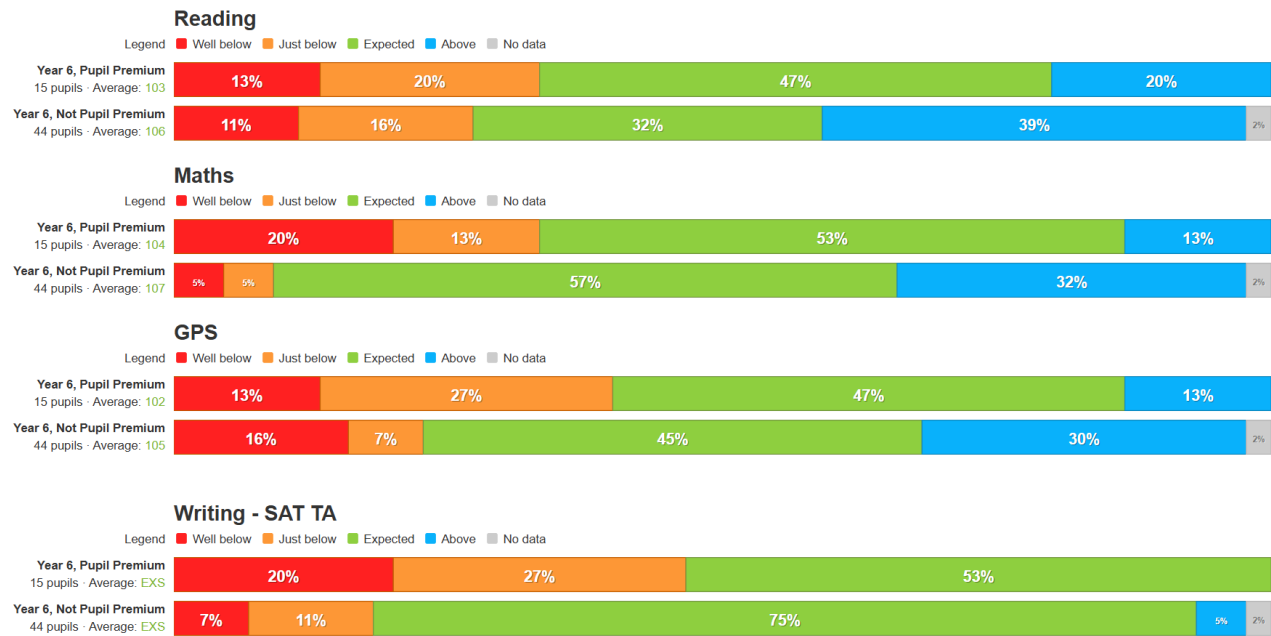
<p><i>(support staff) to monitor their well being and provide SEMH weekly.</i></p>	<p>young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p>	
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**Total budgeted cost: £ 118,785**

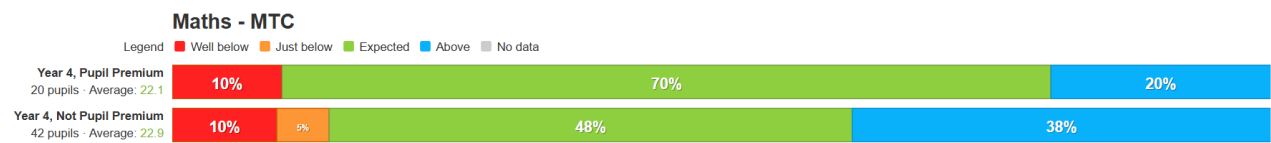
# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

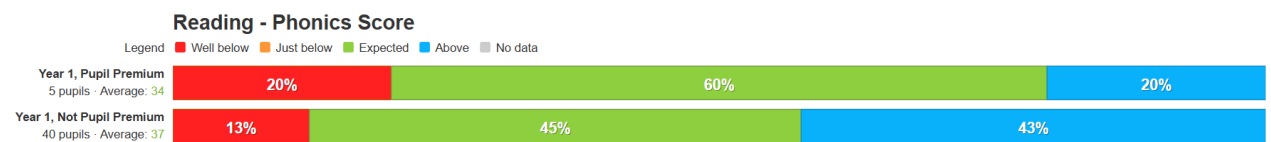
### KS2 SATS 2025



### Year4 MTC 2025



### Year 1 Phonics Screening 2025



### EYFS GLD 2025



## Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance Learning
Read Write Inc	Oxford Owl
Power Maths	Pearson
Reknreks	Mastering Number

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*