



Pupil Premium Strategy Statement - 2025/2026

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	St Keverne Primary School
Number of pupils in school	53
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Beth Hancock (Head of School)
Pupil Premium Lead	Beth Hancock
Governor / Trustee Lead	Aspire Academy Board

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,180
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£18,180
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil Premium Strategy Plan

Statement of Intent

At St Keverne Primary School, we are dedicated to providing an education that equips our children with the knowledge, skills, and values needed to excel academically and socially, so they have autonomy over their own futures. We are committed to ensuring that every child realises their full potential and is well-prepared for the next stage of their education at every milestone. We aim to ensure every child can contribute positively within their unique local community, and beyond, to society as a whole.

We aim to maximise this funding to ensure that it supports narrowing the attainment gap between the disadvantaged children and non-disadvantaged children. Further to this, enhancements to the curriculum will provide children with the first-hand experiences to enrich their cultural capital, supporting them to succeed. We are committed to working closely with our families, building positive relationships, which in turn support children achieving their full potential. Focused, researched informed CPD will support all children accessing high-quality, first- wave teaching and support from all adults. Where appropriate, targeted intervention and support will be provided for identified gaps, both socially and academically.

We used the *EEF's implementation guidance* to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with pupils indicate that pupils who are disadvantaged generally have lower self-esteem, which can impact their engagement with their learning.
2	Monitoring and through discussions with pupils, many disadvantaged children have underdeveloped oral language skills and vocabulary gaps compared to their peers.
3	Attainment of our disadvantaged pupils throughout the school at National standardised assessment periods is lower than that of our non-disadvantaged pupils.
4	Observations and monitoring suggest fluctuating levels of parental support of and engagement with the school and their children's home learning, which can lead to disadvantaged pupils making less progress academically and socially leading to reduced life chances.

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
All children have greater self-esteem and emotional resilience, enabling them to embrace challenge and become independent learners.	<p>Observations, monitoring - including pupil conferencing - will evidence children's increased self-belief, motivation and engagement with their learning.</p> <p>Children have the knowledge of how they can help themselves (independent learning strategies) when faced with a challenge.</p>
All children have access to a visual language and a language-rich environment that gives opportunities for high-quality interactions and oracy.	<p>Progress from EYFS baseline to the end of the year assessments.</p> <p>Other assessments and observations will demonstrate significant improved language skills. Children's improved language and oracy skills to be transferred to the children's learning.</p> <p>Staff feel confident in modelling high-quality interactions.</p> <p>Children are encouraged to speak with confidence and clarity.</p>
All children reach the expected standard in assessment milestones in Reading.	<p>Reading progress & attainment will be in line with non-disadvantaged unless significant learning barrier so that by the end of the year the great majority are improving towards age related expectations & beyond.</p>
All children reach the expected standard in assessment milestones in Writing.	<p>Writing progress & attainment will be in line with non-disadvantaged unless significant learning barrier so that by the end of the year the great majority are improving towards age related expectations & beyond.</p>
All children reach the expected standard in assessment milestones in Maths.	<p>Maths progress & attainment will be in line with non-disadvantaged unless significant learning barrier so that by the end of the year the great majority are improving towards age related expectations & beyond.</p>
All parents/carers of all pupils feel a sense of belonging as part of the school and community and feel safe to attend the full school offer.	<p>Increase in the number of families attending Parent/Carer Meetings, coffee mornings and parent workshops.</p> <p>Positive school/home relationships.</p> <p>Improved and positive response in parent/carer surveys.</p> <p>Attendance data improves.</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: £11,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop our teaching throughout the school in all areas underpinned by our Teaching & Learning Principles through detailed, sustained, high-quality CPD underpinned by research guides.</p> <p>To use specialists to support the development of our curriculum: Maths Hub, EYFS Specialists, linked with Early Excellence.</p> <p>Kernow English Hub & RWI development days from phonics specialists to improve our Early Reading.</p>	<p>Education Endowment Foundation (EEF) Research shows that supporting high quality teaching is the most important lever schools have in improving children's outcomes.</p> <p>Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	2,3
<p>Embedding high quality adult/child interactions in the early years and across the school. Developing language rich learning environments.</p> <p>To use Well Comm to support the development of</p>	<p>A lot of research evidences the development of children's language is linked to the quality of interactions that take place with adults and peers. EEF Early Language development report Law et al Early Language Development final.pdf (educationendowmentfoundation.org.uk)</p> <p>Early Excellence – 'Navigating a sea of Talk' The acquisition of learning has been identified as a crucial element in learning and as a key predictor of later educational achievement.</p> <p>Developing language in Early Years (earlyexcellence.com)</p>	2

<p>early language skills.</p>	<p>IMPROVING LITERACY. Supporting oral language development. EEF There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>Oral language interventions EEF(educationendowmentfoundation.org.uk)</p> <p>EEF Communication and Language (educationendowmentfoundation.org.uk)</p> <p>EEF blog: The ShREC approach – 4 evidence-informed strategies... EEF (educationendowmentfoundation.org.uk)</p> <p>There is strong evidence that teaching and modelling vocabulary to children in the early years can have positive effect on their oral language skills.</p> <p>Explicit vocabulary teaching strategies have been shown to be effective, both alone and in combination with implicit vocabulary teaching strategies.</p>	
<p>All children have a wealth of language and experiences to support their learning within the classroom.</p> <p>Creation & implementation of the St Keverne 'enquiry based' curriculum that is underpinned by three essential drivers: aspiration, curiosity, and diversity.</p>	<p>The DfE <u>says</u> that, taught well, a knowledge-rich curriculum:</p> <ul style="list-style-type: none"> • Focuses on the essential building blocks of knowledge required on the path from novice to expert (rather than how to 'think like an expert') • Teaches pupils about the struggles and achievements of people from all races through learning the arc of history • Is diverse and inclusive • Provides pupils with knowledge and facts so they can challenge opinions and form their own <p>Ofsted <u>describes a knowledge-led approach</u> as pupils mastering subject-specific knowledge and becoming 'fluent' in that knowledge. They then develop skills as an outcome of the curriculum.</p>	2,3

<p>CPD around learning behaviours and promoting independence.</p>	<p>There is significant research to support the impact of children being explicitly taught how to be independent, life-long learners. Evidence suggests the use of 'metacognitive strategies' can be worth the equivalent of an additional +7 months' progress when used effectively by children during their learning.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Work to develop skills of collaborative learning. The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. Collaborative learning approaches EEF (educationendowmentfoundation.org.uk.)</p>	<p>1</p>
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Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP pupils in KS2 will be targeted with extra support in the classroom, as well as participate in SEMH and team building activities. e.g. MHSW, Forest School & Fun-Fit</p>	<p>Research on delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3) (EEF).</p>	<p>1</p>
<p>Focused and targeted number work to ensure that children have the foundations of Maths to be able to access all areas of the curriculum. Through Number Sense work (EYFS and KS1) and targeted, small group interventions in KS2.</p>	<p>Targeted specific children's needs according to their assessments. On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. Early numeracy approaches EEF(educationendowmentfoundation.org.uk)</p>	<p>3</p>

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. E.g. Fresh Start & Get Writing.</p> <p>Regular External Training & support led by experienced RWI leaders to support the development of the children.</p>	<p>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: Phonics EEF(educationendowmentfoundation.org.uk)</p>	<p>3</p>
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cultural Capital- Supporting costs for PP children to enable them to take part in a rich and varied experience of workshops and educational experiences, including pupil leadership, school trips, residential visits, clubs and music provision.</p>	<p>Wider benefits such as more positive attitudes to learning & increased well-being.</p> <p>Overall, the average impact of arts participation in other areas of academic learning appears to be positive but moderate, about an additional 3 months progress.</p>	<p>1</p>
<p>Parents & wider family members will be supported for identified PP pupils through use of County Parental Engagement Framework.</p>	<p>Parental engagement EEF(educationendowmentfoundation.org.uk) Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>1, 4</p>
<p>Provide high quality trauma-informed nurture sessions for our most</p>	<p>TISUK's training is highlighted in the DfE advice to schools: Mental Health and Behaviour in Schools as supporting and promoting positive mental health. EEFSocial and emotional learning Social</p>	<p>1</p>

vulnerable children.	and emotional learning EEF(educationendowmentfoundation.org.uk) Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (EEF).	
To develop staff knowledge of Nurture UK's Boxall Profile. Class screenings will inform targeted interventions for groups and cohorts.	To ensure that there's a consistent approach for the engagement and interactions for all children to develop their well-being, confidence and engagement with their learning. EEF Social and emotional learning Social and emotional learning EEF(educationendowmentfoundation.org.uk)	1

Total budgeted cost: £18,180

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Aim	Chosen Action / Approach	Outcome / Impact
All children have greater self-esteem, which supports them to embrace challenge and become independent learners.	<p>CPD around learning behaviours and promoting independence.</p> <p>PP pupils in KS2 will be targeted with extra support in the classroom, as well as participate in SEMH and team building activities. e.g. MHSW, Forest School & Fun-Fit.</p> <p>Supporting costs for PP children to enable them to take part in a rich and varied range of workshops and educational experiences, including school trips, residential visits, clubs and music provision.</p> <p>Parents & wider family members will be supported for identified PP pupils.</p>	<p>Pupils are beginning to talk more confidently about their learning (this continues to be a priority for 2025/26).</p> <p>Increased opportunities for team building (Forest School sessions, Fun Fit interventions). This continues to be an on-going area of development in the 2025/26 school year.</p> <p>Development of school trips and experiences available to all pupils. The offer in place for pupils at Manaccan was improved, this will be an on-going area of development in the 2025/26 school year.</p> <p>Parent/carer relationships are improving. This continues to be an on-going area of development in the 2025/26 school year.</p>
Develop oral language skills and close vocabulary gaps for disadvantaged children.	<p>Embedding high quality adult/child interactions in the early years and across the school Developing language rich learning environments.</p> <p>To use Well Comm to support the development of early language skills.</p>	<p>Staff received Trust-led training and support which led to more consistent interactions in EYFS (this continues to be a priority for 2025/26 with new staffing).</p> <p>Well Comm used as an intervention for children in EYFS (this continues to be a priority for 2025/26).</p>
Improve engagement of some members of the community.	Parents & wider family members will be supported for identified PP pupils.	School increased number of drop-in sessions for parents, making the school more accessible. This continues to be an area of development for the school year 2025/26.

		<p>Parent sessions with MHSW were arranged; attendance at these varied.</p> <p>School signposted free Christmas lunch through an external provider for PP families.</p>
To develop and improve the attendance for all of our disadvantaged pupils, to ensure that they are in line, or better than, their non-disadvantaged peers.	Identified families will receive support in school attendance with the aim of increasing attendance % and reducing persistence absence.	<p>School aligned with Trust attendance procedures and engaged actively with Trust EWO and County EWO through Targeted Support Meetings. Overall school attendance improved, with PA decreasing marginally. This continues to be an area of development for school year 2025/26.</p>
To ensure that priority is given to pupil wellbeing.	<p>PP pupils in KS2 will be targeted with extra support in the classroom, as well as participate in SEMH and team building activities. e.g. MHSW, Forest School & Fun-Fit.</p> <p>Supporting costs for PP children to enable them to take part in a rich and varied range of workshops and educational experiences, including school trips, residential visits, clubs and music provision.</p>	<p>MHSW sessions accessed by identified children, although impact was variable.</p> <p>Motional used as a screening and monitoring tool. Inclusion in school and at extra-curricular clubs increased.</p> <p>Increased opportunities for team building (Forest School sessions, Fun Fit interventions). This continues to be an on-going area of development in the 2025/26 school year.</p> <p>Development of school trips and experiences available to all pupils. The offer in place for pupils at St Keverne was improved, this will be an on-going area of development in the 2025/26 school year.</p>
To improve outcomes for our disadvantaged children throughout all aspects of school life.	<p>Staff training and CPD for the development of the school curriculum, as well as consistent teaching and learning strategies.</p> <p>Coaching and support from Aspire subject leads and networks to enable teachers to develop the standard of teaching across the curriculum.</p> <p>PP pupils in KS2 targeted with extra support in the classroom.</p>	<p>More consistent teaching strategies were evident across the school (this continues to be a priority for 2025/26).</p> <p>Pupils are beginning to talk more confidently about their learning (this continues to be a priority for 2025/26).</p> <p>Curriculum plans and coverage has continued to develop, teachers are supported to deliver the intended curriculum (this continues to be a priority for 2025/26).</p> <p>Staff received RWI training and support which led to more consistent teaching across the</p>

	<p>Focused and targeted number work to ensure that children have the foundations of Maths to be able to access all areas of the curriculum. Through Number Sense work small group interventions in KS2. Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. E.g. Fresh Start & Get Writing.</p> <p>Staff training and CPD for the delivery and assessment of RWI phonics.</p> <p>Timetabled sessions for identified pupils to provide additional phonics support.</p>	<p>school. Greater focus of this is needed in school year 2025/26.</p>
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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
White Rose Maths	White Rose
Number Sense	Number Sense Maths
NATRE RE	NATRE
Get Set 4 PE	Get Set 4 Education
RWI	Ruth Miskin
SCARF	Jigsaw Education group