



# Pupil Premium Strategy Statement

2025-2026 to 2027-2028

Newquay Primary Academy

*Cornwall Education Learning Trust*

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

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

## School overview

| Detail   | Data                                |
|--|-------------------------------------|
| Number of pupils in school   | 134                                 |
| Proportion (%) of pupil premium eligible pupils  | 10%                                 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2025-2026<br>2026-2027<br>2027-2028 |
| Date this statement was published  | December 2025                       |
| Date on which it will be reviewed  | September 2026                      |
| Statement authorised by  | Sarah Hildyard, Head Teacher        |
| Pupil premium lead   | Sarah Hildyard                      |
| Governor / Trustee lead  | Stuart Radhedge                     |

## Funding overview

| Detail   | Amount     |
|--|------------|
| Pupil premium funding allocation this academic year  | £15,465.00 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | £0         |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £15,465.00 |

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

### **Our Vision for Disadvantaged Pupils**

At Newquay Primary Academy, we are committed to ensuring that disadvantage is never a barrier to success. Our vision is that all pupils, regardless of their background or the challenges they face, will achieve high academic attainment, develop as confident learners, and be fully prepared for their next stage of education.

### **High-Quality Teaching at the Heart**

We know from robust research evidence that high-quality teaching is the single most powerful tool for closing the disadvantage gap. The Education Endowment Foundation's research consistently shows that great teaching benefits all pupils but has the greatest impact on those from disadvantaged backgrounds. Therefore, our strategy places quality-first teaching at its core, investing in:

- Teacher professional development and subject leadership
- Rigorous curriculum design and implementation
- Effective use of assessment to identify and address gaps quickly
- Strategic deployment of teaching assistants to maximise impact

### **Evidence-Informed Practice**

Our pupil premium strategy is based on rigorous evidence from the Education Endowment Foundation and aligns with the DfE's Menu of Approaches. We have carefully selected interventions that have proven impact, with particular attention to those rated as high impact for low cost. Our spending is structured around the EEF's three-tiered approach:

- **Tier 1: Teaching** - Investing in the quality of teaching for all pupils
- **Tier 2: Targeted Academic Support** - Evidence-based interventions for identified needs
- **Tier 3: Wider Strategies** - Addressing non-academic barriers to success

### **Knowing Our Pupils: The Advantage of Small-School Personalisation**

With 14 disadvantaged pupils in our school, we have the significant advantage of knowing each child intimately. Every member of staff knows every pupil premium child by name, understands their specific needs, and can provide highly personalised support. This enables us to:

- Quickly identify when a child is falling behind or facing difficulties
- Tailor interventions precisely to individual learning needs
- Build strong relationships with families to support learning at home
- Celebrate success and build confidence in every child

## Addressing Newquay-Specific Barriers

As a small primary school in Newquay, we recognise the specific challenges our disadvantaged pupils may face:

- **Cultural capital:** Living in a coastal town can mean fewer opportunities to experience diverse environments, museums, theatres, and cultural activities.
- **Seasonal employment:** Many families work in tourism, leading to financial instability and potential impacts on family routines.
- **Vocabulary gaps:** Limited exposure to experiences beyond the local area can restrict vocabulary development.
- **Coastal isolation:** Geographic location can limit access to specialist services and enrichment opportunities.

Our strategy explicitly addresses these barriers through enrichment programmes (Beach School, Forest School, RNLI collaboration, The Orchard project), vocabulary-building through Opening Worlds curriculum, and strong pastoral support for families.

## Supporting All Vulnerable Pupils

While our strategy focuses on disadvantaged pupils, we recognise that pupil premium is not a personal budget for individual pupils. The approaches we implement benefit all children, including those who are vulnerable for other reasons such as having a social worker, being young carers, or having special educational needs. High-quality teaching, effective interventions, and strong pastoral care create a supportive environment where every child can thrive.

## Working Within Cornwall Education Learning Trust

As part of Cornwall Education Learning Trust, we benefit from:

- **Trust-wide expertise:** Access to Educational Psychologist, Speech and Language Therapist, Education Welfare Officer, and Parent Support Advisor
- **Shared learning:** Participation in CELT's 'Closing the Gap' strategy and collaborative CPD
- **Comparative data:** Using Insight assessment system to benchmark against other CELT schools
- **Economies of scale:** Cost-effective access to services and resources we couldn't afford independently

## Building on Outstanding Success

In 2024, our disadvantaged pupils achieved exceptional outcomes in phonics, with 100% passing the Year 1 Phonics Screening Check compared to 79% nationally for non-disadvantaged pupils. This demonstrates that when we implement evidence-based approaches with fidelity, our pupils can exceed national expectations. We are committed to replicating this success across all areas of the curriculum.

## Alignment with the New Ofsted Framework

With Inclusion now a standalone Ofsted judgment area (November 2025), our pupil premium strategy explicitly supports our inclusive approach by:

- Ensuring early identification of needs through robust assessment
- Providing targeted support for pupils with overlapping disadvantage and SEND
- Maintaining high expectations for all pupils regardless of starting points
- Working in partnership with parents to remove barriers to learning

### Our Commitment

This strategy represents our commitment to ensuring that every disadvantaged pupil at Newquay Primary Academy receives the highest quality education and support. We will monitor impact rigorously, adapt our approaches based on evidence, and never accept that a child's background determines their future success.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p><b>SUSTAINING EXCELLENT ATTENDANCE</b></p> <p><b>The Challenge:</b> While our disadvantaged pupils achieved zero persistent absence in 2023-24 (compared to 29% nationally for FSM pupils), their overall absence rate was 4.1% compared to 3.7% for the whole school. Although this is significantly better than the national FSM absence rate of 8.1%, we aspire for all pupils to achieve at least 98% attendance (equivalent to 2% absence or fewer than 4 days missed per year).</p> <p><b>Why this matters:</b> Research by the DfE shows that pupils with higher attendance achieve better outcomes. The EEF's attendance guidance emphasises that even small improvements in attendance can lead to improved attainment, particularly for disadvantaged pupils. With our small cohort, even a few days' absence per pupil represents a significant proportion of learning time.</p> <p><b>Specific factors:</b> Analysis suggests absence patterns may be linked to seasonal employment in tourism (family holidays taken in term time), medical appointments requiring travel to Truro or Plymouth, and in some cases, family routines disrupted by shift work.</p> |
| 2                | <p><b>TRANSLATING PHONICS SUCCESS INTO SUSTAINED READING AND WRITING PROGRESS</b></p>   |

|   |  |
|---|--|
|   | <p><b>The Challenge:</b> Our 2024 phonics outcomes were exceptional, with 100% of disadvantaged pupils passing the Year 1 Phonics Screening Check (vs 79% nationally for non-disadvantaged pupils). However, we need to ensure this strong foundation translates into sustained progress in reading comprehension, writing stamina, and reading for pleasure as pupils move through Key Stage 1 and into Key Stage 2.</p> <p><b>Why this matters:</b> The EEF's reading comprehension strategies guidance (+6 months) shows that teaching comprehension strategies is essential for pupils to make progress in reading beyond basic decoding. Similarly, pupils need opportunities to apply their phonics knowledge in extended writing contexts.</p> <p><b>Specific factors:</b> Some disadvantaged pupils have limited access to books at home, fewer adult reading role models, and less exposure to rich vocabulary through conversation and experiences. We need to build reading stamina, comprehension skills, and a love of reading that extends beyond the classroom.</p> |
| 3 | <p><b>MATHEMATICS FLUENCY AND APPLICATION</b></p> <p><b>The Challenge:</b> Analysis of assessment data shows that some disadvantaged pupils demonstrate good conceptual understanding in mathematics but struggle with fluency (speed and accuracy) in recalling number facts and applying skills to problem-solving contexts. This can limit their ability to access age-appropriate curriculum content and reduces their confidence in mathematics.</p> <p><b>Why this matters:</b> The EEF's maths guidance emphasises the importance of developing fluency alongside conceptual understanding. Working memory can become overloaded if pupils haven't automated basic number facts, leaving less cognitive capacity for problem-solving and reasoning.</p> <p><b>Specific factors:</b> Some disadvantaged pupils have limited opportunities to practise mathematics at home, may lack confidence due to parental maths anxiety, and need additional support to build automaticity in number facts and procedures.</p>  |
| 4 | <p><b>VOCABULARY AND CULTURAL CAPITAL</b></p> <p><b>The Challenge:</b> Baseline assessments and teacher observations indicate that some disadvantaged pupils enter school with vocabulary gaps and limited exposure to experiences beyond their immediate environment. As a coastal community, pupils may have extensive knowledge about beaches, sea life, and local environment, but limited exposure to museums, theatres, historical sites, diverse communities,</p>   |

|   |   |
|---|---|
|   | <p>and other cultural experiences that build background knowledge for the curriculum.</p> <p><b>Why this matters:</b> The EEF's oral language interventions guidance (+6 months) demonstrates that vocabulary development is crucial for reading comprehension, writing quality, and accessing the curriculum across all subjects. Research shows that vocabulary gaps present at age 5 can persist throughout schooling if not addressed.</p> <p><b>Specific factors:</b> Geographic isolation in a coastal town, limited family income for trips and activities, fewer opportunities to experience diverse environments and cultures, and gaps in exposure to rich conversations and books at home all contribute to this challenge.</p>  |
| 5 | <p><b>PARENTAL ENGAGEMENT AND HOME-SCHOOL PARTNERSHIP</b></p> <p><b>The Challenge:</b> While many of our disadvantaged families are highly engaged, some face barriers to full participation in their child's education. These barriers may include working patterns (shift work, seasonal employment), limited confidence in supporting learning at home, competing family pressures, or previous negative experiences of education.</p> <p><b>Why this matters:</b> The EEF's parental engagement guidance (+4 months) shows that effective parental engagement can have a significant impact on pupil outcomes, particularly for disadvantaged pupils. When parents understand how to support learning at home and feel confident engaging with school, pupils benefit.</p> <p><b>Specific factors:</b> Tourism-related shift work patterns, financial pressures affecting ability to provide resources or attend events with costs, language or literacy barriers in some families, and the need for clear, accessible communication about how to support learning.</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  |
|--|---|
| <b>OUTCOME 1: EXCELLENT ATTENDANCE FOR ALL DISADVANTAGED PUPILS</b>  |   |
| <p><b>Target 1:</b> By July 2028, reduce the absence rate for disadvantaged pupils from 4.1% (2023-24 baseline) to 3.0% or below, bringing it in line with the whole</p> | <ul style="list-style-type: none"> <li>• Overall absence rate for disadvantaged pupils is 3.0% or below</li> <li>• Zero pupils persistently absent (maintained from 2023-24 success)</li> </ul> |

|   |  |
|---|--|
| <p>school average and our aspirational target of 98% attendance.</p>  | <ul style="list-style-type: none"> <li>• No gap between disadvantaged and non-disadvantaged attendance</li> <li>• Reduced number of term-time holiday requests from disadvantaged families</li> </ul>  |
| <p><b>How will this outcome be measured?</b> Weekly attendance monitoring via SIMS, termly analysis by Insight/SIMS for disadvantaged cohort specifically, comparative analysis against national and CELT data, tracking reasons for absence via CPOMS, Education Welfare Officer reports.</p>  |  |
| <p><b>OUTCOME 2: SUSTAINED EXCELLENCE IN READING ACROSS THE PRIMARY PHASE</b></p>   |  |
| <p><b>Year 1 Phonics Target:</b> Maintain 100% pass rate for disadvantaged pupils in Year 1 Phonics Screening Check (from 100% baseline in 2024).</p> <p><b>Year 2 Reading Target:</b> By July 2028, achieve 85% of disadvantaged pupils meeting expected standard in KS1 reading assessments (baseline to be established in 2025-26).</p> <p><b>EYFS Target:</b> By July 2028, achieve 80% of disadvantaged pupils meeting expected standard in Communication and Language and Literacy (baseline to be established in 2025-26).</p> | <ul style="list-style-type: none"> <li>• All disadvantaged pupils making at least expected progress in reading</li> <li>• Reading age gains of at least 12 months per academic year for all disadvantaged pupils</li> <li>• Increased engagement with reading for pleasure (evidenced by library records, parent feedback)</li> <li>• Improved comprehension scores showing pupils can infer, predict, and analyse texts</li> <li>• No gap between disadvantaged and non-disadvantaged reading outcomes</li> </ul> |
| <p><b>How will this outcome be measured?</b> Phonics screening check results and half termly RWI assessments, termly teacher assessments uploaded to Insight, reading age assessments (PIRA and Accelerated Reader), comprehension assessments, teacher observations and reading records, pupil voice about reading attitudes, termly progress reviews in pupil progress meetings.</p>  |  |
| <p><b>OUTCOME 3: STRONG PROGRESS IN WRITING AND MATHEMATICS</b></p>   |  |
| <p><b>Writing Target:</b> By July 2028, achieve 80% of disadvantaged pupils meeting expected standard in writing at each key assessment point (EYFS, KS1), closing any gap with non-disadvantaged pupils.</p> <p><b>Mathematics Target:</b> By July 2028, achieve 85% of disadvantaged pupils meeting expected standard in mathematics at each key assessment point, with particular focus on number fluency.</p>   | <ul style="list-style-type: none"> <li>• All disadvantaged pupils making at least expected progress in writing and maths</li> <li>• Improved automaticity in number facts (times tables, number bonds) measured by fluency assessments</li> <li>• Increased writing stamina showing pupils can sustain extended writing</li> <li>• Application of mathematical skills to problem-solving and reasoning contexts</li> <li>• Improved confidence in mathematics (pupil voice and observations)</li> </ul>            |

|  |  |
|--|--|
| <p><b>How will this outcome be measured?</b> Termly teacher assessments uploaded to Insight, White Rose maths assessments, Winning With Numbers fluency tests, writing moderation against age-related expectations, Tapestry observations in EYFS, pupil progress meetings tracking individual pupils, work in books showing application and progress.</p> |  |
| <p><b>OUTCOME 4: RICH VOCABULARY AND BROAD CULTURAL CAPITAL</b></p>  |  |
| <p>By July 2028, close vocabulary gaps so that disadvantaged pupils demonstrate age-appropriate vocabulary in assessments, classroom discourse, and writing.<br/>100% of disadvantaged pupils to participate in at least 4 enrichment experiences per academic year.</p>   | <ul style="list-style-type: none"> <li>• Improved oral language scores (Wellcomm post-assessments for targeted pupils)</li> <li>• Increased use of rich vocabulary in classroom discussions and writing</li> <li>• 100% participation in enrichment activities (Beach School, Forest School, RNLI, Orchard, trips)</li> <li>• Pupil voice shows increased confidence discussing unfamiliar topics and experiences</li> <li>• Evidence from Tapestry/work showing application of new vocabulary and knowledge</li> </ul>      |
| <p><b>How will this outcome be measured?</b> Wellcomm assessments, vocabulary checks within Opening Worlds program, teacher observations of oral contributions, analysis of vocabulary in writing, attendance registers and tracking for enrichment activities, pupil voice, photographic evidence via Tapestry, parent feedback.</p>                      |  |
| <p><b>OUTCOME 5: STRONG PARENTAL ENGAGEMENT AND FAMILY SUPPORT</b></p>   |  |
| <p>By July 2028, achieve 100% of disadvantaged families engaging regularly with school with measurable improvement in families' confidence and ability to support learning at home.</p>  | <ul style="list-style-type: none"> <li>• 100% attendance at termly Partnership Meetings for disadvantaged families</li> <li>• Increased attendance at parent workshops and school events</li> <li>• Regular positive contact between school and families (logged via CPOMS)</li> <li>• Reduced behaviour incidents (CPOMS data showing positive trends)</li> <li>• Parent surveys showing increased confidence in supporting learning</li> <li>• Evidence of home learning (reading records, homework completion)</li> </ul> |
| <p><b>How will this outcome be measured?</b> Attendance records for Partnership Meetings and events, CPOMS tracking of family support and behaviour, parent surveys, reading record completion rates, teacher observations and feedback, qualitative case studies of successful family support.</p>  |  |

## Activity in this Academic Year

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

### Teir 1 - Teaching

Budgeted cost: £7,732.50

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| High-Quality Phonics Teaching: Continue Read Write Inc with fidelity, daily teaching, regular assessment, and staff CPD                    | DfE Menu: Phonics EEF: Phonics +5 months, NPA data: 100% pass rate 2024 for PP pupils   | 2                             |
| Quality First Teaching CPD: Participation in CELT 'Closing the Gap' programme, focus on metacognition, effective questioning, and feedback | DfE Menu: High Quality Teaching EEF: Metacognition +8 months, Feedback +6 months CELT collaboration                               | 2, 3                          |
| Strategic Teaching Assistant Development: CPD on effective deployment, scaffolding, and intervention delivery                              | DfE Menu: Teaching Assistant Interventions EEF: TA interventions +4 months when well-deployed EEF Making Best Use of TAs guidance | 2, 3                          |
| Opening Worlds Curriculum: Implement knowledge-rich humanities and science curriculum to build cultural capital and vocabulary             | DfE Menu: Broader Curriculum EEF: Oral language +6 months Builds background knowledge   | 4                             |
| Assessment for Learning: Develop Insight assessment system use, diagnostic assessment, and responsive teaching                             | DfE Menu: Assessment & Feedback EEF: Feedback +6 months Formative assessment evidence   | 2, 3                          |
| Curriculum Planning Time: Protected time for staff to plan high-   | DfE Menu: High Quality Teaching EEF: Evidence shows quality planning underpins effective teaching                                 | All                           |

|   |   |      |
|---|---|------|
| quality lessons with attention to PP pupils' needs  |   |      |
| National Year of Reading 2026: Participate in 'Go All In' campaign with book-related activities and author visits | DfE Menu: Reading Comprehension<br>EEF: Reading for pleasure correlates with attainment CELT initiative | 2, 4 |

## Teir 2 - Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £4,177.50

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Welcomm Targeted oral language assessment and intervention programme for Reception/Y1 pupils with identified needs | DfE Menu: Oral Language Interventions EEF: Oral language +6 months                                 | 4                             |
| RWI 1:1 or 1:2 Tuition: Flexible allocation for pupils requiring intensive short-term support                      | DfE Menu: One to One Tuition EEF: 1:1 tuition +5 months Small group +4 months                      | 2, 3                          |
| Reading Comprehension Small Groups: Daily 10-min sessions for pupils requiring additional support beyond phonics   | DfE Menu: Reading Comprehension EEF: Reading comprehension +6 months Small group tuition +4 months | 2                             |
| Winning With Numbers: Targeted maths fluency intervention for number fact automaticity                             | DfE Menu: Mathematics EEF: Evidence shows fluency essential for problem-solving                    | 3                             |
| White Rose Maths Premium: Small group teaching and intervention materials aligned to curriculum                    | DFE Menu: Mathematics EEF: Small group tuition +4 months   | 3                             |

|   |   |      |
|---|---|------|
| Pre/Post-Teaching: TA time for pre-teaching vocabulary and concepts before lessons for identified PP pupils | DfE Menu: Teaching Assistant Interventions EEF: Effective when linked to class teaching | 3, 4 |
|---|---|------|

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

Budgeted cost: £3,555.00

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Parent Support Advisor (CELT shared service): Support for families including attendance, engagement, practical help | DfE Menu: Parental Engagement EEF: Parental engagement +4 months DfE Attendance guidance | 1, 5                          |
| Education Welfare Officer (CELT shared): Statutory attendance monitoring and family support                         | DfE Menu: Attendance DfE Working Together to Improve Attendance                          | 1                             |
| CPOMs Safeguarding System: Track pastoral concerns, celebrate successes, monitor behaviour patterns                 | DfE Menu: Wellbeing/Mental Health Early identification crucial for support               | 1, 5                          |
| Enrichment Programme: Beach School, Forest School, RNL collaboration, The Orchard project - building experiences    | DfE Menu: Wider Activities/Enrichment EEF: Arts +3 months Outdoor adventure +4 months    | 4                             |
| Educational Visits Subsidy: Full or partial funding for trips to ensure 100% PP pupil participation                 | DfE Menu: Wider Activities Builds cultural capital and experiences                       | 4                             |
| Breakfast Club Subsidy: Subsidised places ensuring good start to day,   | DfE Menu: Extended School Time Supports attendance and readiness to learn                | 1                             |

|  |   |      |
|--|---|------|
| punctuality, and nutrition   |   |      |
| Contingency Fund: Uniform, food parcels, resources, emergency support for families in crisis | DfE Menu: Wellbeing Removes practical barriers to attendance and learning | 1, 5 |

**Total budgeted cost: £15,465.00**

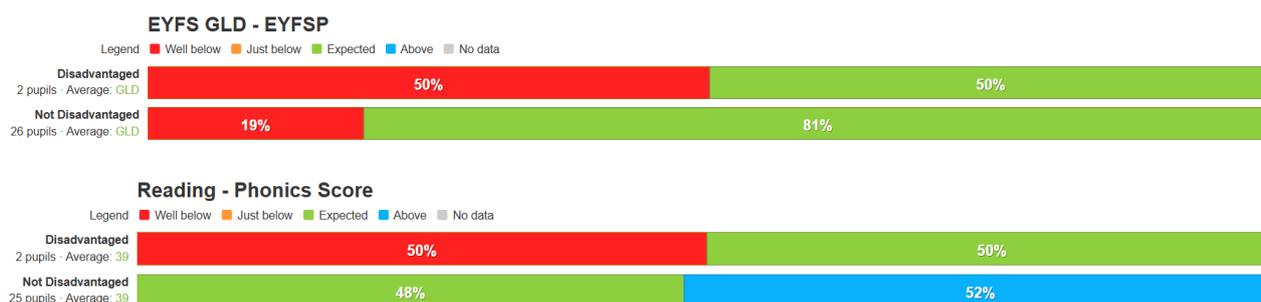
## Part B: Review of the Previous Academic Year

### Outcomes for Disadvantaged Pupils in 2024-25

We have conducted a detailed analysis of the performance of our school's Pupil Premium pupils during the previous academic year, utilising both national assessment data and our internal summative and formative assessments.

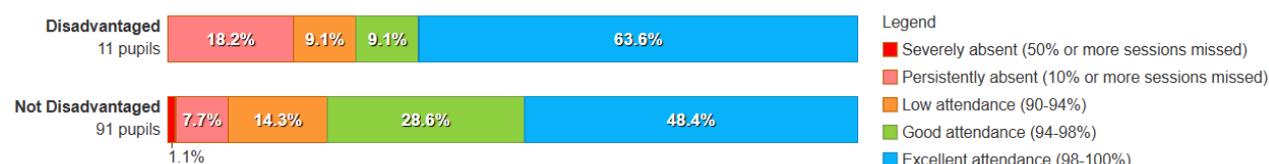
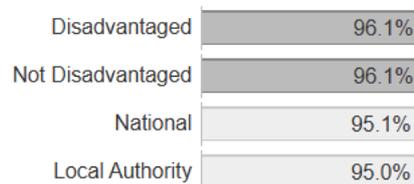
To contextualise this performance, we compared the outcomes of our disadvantaged pupils with those of both disadvantaged and non-disadvantaged pupils. The analysis highlights that pupils at our school make a good start in the Early Years Foundation Stage (EYFS), with the percentage achieving a Good Level of Development in line with national average. This strong foundation is carried forward into Year 1, where 96% of pupils successfully passed the phonics screening check, compared to 80% nationally.

In addition to academic performance, we assessed broader factors affecting Pupil Premium pupils, such as attendance, behaviour, and well-being, through school data and observations.



Our findings indicate that attendance among disadvantaged pupils is in line with their non-disadvantaged peers and above the National percentage. This remains an area for further improvement.

#### Attendance percentage



## Externally Provided Programmes

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

| <b>Programme</b>     | <b>Provider</b>            |
|----------------------|----------------------------|
| Read Write Inc       | Oxford University Press    |
| NELI                 | Nuffield Foundation        |
| Winning With Numbers | Various/Independent        |
| White Rose Maths     | White Rose Maths           |
| Opening Worlds       | Opening Worlds Project     |
| CPOMs                | CPOMS Systems Ltd          |
| Insight              | Equin Ltd                  |
| Tapestry             | The Foundation Stage Forum |

