

# Pupil premium strategy statement – Pencoys Primary and Nursery School (2025-2028)

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

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

## School overview

Detail	Data
Number of pupils in school	148
Proportion (%) of pupil premium eligible pupils	24%
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 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	<b>December 2026</b> <b>December 2027</b> <b>December 2028</b>
Statement authorised by	Cathy Bonds
Pupil premium lead	Russell Kendall
Governor / Trustee lead	Peter Sheppard

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,559
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£83,559

# Part A: Pupil premium strategy plan

## Statement of intent

At Pencoys Primary and Nursery School, we have the highest expectations for all of our children, including our vulnerable cohorts. Our focus on the whole child ensures that we promote and develop self-esteem and self-worth as priorities, knowing that these are the building-blocks to positive relationships in school, and with education. We recognise the power of reading to unlock learning and opportunities for pupils. This is particularly important for disadvantaged pupils, opening the door to new worlds, ideas and people. The teaching of reading and application of these skills are core to our curriculum. We, as teachers, hold ourselves accountable for the progress and outcomes of our pupils, understanding that when our expectations are high, children will rise to them in a self-fulfilling cycle of high expectations leading to high levels of self-efficacy and sense of agency, and therefore high achievement. We fully believe that when we unlock learning, we enable life-long life choices.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils live in a predominantly monocultural and geographically isolated part of Britain which limits their exposure to, and knowledge of, the diverse range of cultural backgrounds beyond their own community
2	The word-gap between children living in disadvantage and their peers is large.
3	High numbers of children living in disadvantage have speech and language needs.
4	Disadvantaged pupils typically take longer to progress through the phonics programme. This negatively impacts their development as readers.
5	Increasing numbers of children show the signs and symptoms of low self-efficacy: avoidance of challenge, low motivation, self-doubt, anxiety and stress.
6	Disadvantaged pupils typically have fewer opportunities for clubs, and wider experiences, so school plays a key role in helping them explore interests and the wider world.
7	Disadvantaged pupils struggle to develop writing automaticity and adapt language for different audiences, as limited exposure to rich vocabulary reduces confidence in moving from spoken to effective written communication

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To enrich and broaden our children's understanding of cultural diversity within Britain and around the world	Children have a knowledge of the cultural diversity within their own community, the UK and beyond. They are inquisitive and talk positively about a range of cultures different to their own.
To decrease the word-gap between children living with disadvantage and their peers.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Comprehension assessment data shows disadvantaged pupils closing the gap in inference and vocabulary-in-context questions reducing the gap with non-disadvantaged peers
To ensure children with speech and language needs have timely, targeted interventions to address their individual needs.	Children with speech and language needs make accelerated progress and/or catch-up with developmental speech and language norms.
Ensure every child learns to read fluently and with good understanding to enable them to access the breadth of the curriculum.	Improved phonics and reading attainment for disadvantaged children. Outcomes inline with or above national average. Disadvantaged pupils demonstrate measurable improvement in reading fluency (e.g., words-per-minute, reading age). Pupil voice shows children have a demonstrable love of reading.
To raise children's self-efficacy: their belief in their actions make a difference and therefore able to succeed.	Pupil voice shows children have increased confidence in their ability to learn and succeed. Staff have the skills to promote self-efficacy through quality first teaching. School Culture promotes self-efficacy for all stakeholders. Observations show increased confidence in oracy skills and Oracy survey results show increase in pupils who enjoy presentational talk.
Access a wider range of enriching clubs, trips, and real-world experiences, and community involvement enabling them to explore their interests and develop stronger cultural and social understanding.	Participation of disadvantaged pupils attending 1 or more school clubs is 80%. 40% of disadvantaged pupils attending peripatetic music lessons. 100% of disadvantaged pupils attend one or more trip each term. 100% of disadvantaged pupils attend a residential during their time at Pencoyds.
Develop stronger writing automaticity and confidence in adapting language for different audiences, enabling pupils	The proportion of disadvantaged pupils meeting age-related expectations in writing increases by <b>10 percent</b> each year.

to communicate clearly and effectively in a range of written forms	Percentage of disadvantaged children achieving age-related expectation in KS2 GPS increases in line with national.
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## 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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of 'Lyfta', Picture News assemblies, Kapow: PSHE, Careers project, mapped range of BAME books, humanities based sequenced curriculum resources are provided within school	<p><i>hundrED recommended resource “helps teachers to nurture empathy, active citizenship and 21<sup>st</sup> Century skills.”</i></p> <p><b>PSHE Association (2020)</b>  <i>Regular discussion of current events builds critical thinking, empathy, and cultural awareness.</i></p> <p><b>Ofsted (2021) – Research Review: Citizenship</b>  <i>Exposure to news stories helps pupils understand society, diversity, and global issues.</i></p>	1,2,5,6
CPD for teachers and TAs to support quality first teaching in relation to oracy (Voice 21)	<p><i>“Professional development can support whole school approaches to close the word gap for disadvantaged pupils.”</i></p> <p><b>ROYAL COLLEGE OF SPEECH &amp; LANGUAGE THERAPISTS</b></p>	2,3
CPD for teachers and TAs to support quality adaptive teaching and delivery of interventions for speech and language needs.	<p><i>“Professional development in speech, language and communication”, publication from The Communication Trust</i></p>	2, 3
Provide all teachers and support staff with high quality CPPD to ensure that pupils receive quality first teaching. Provide targeted intervention	<p><b>The EEF’s Effective Professional Development guidance report states that “supporting high-quality teaching is pivotal in improving children’s outcomes”</b></p>	4

to quickly identify gaps in learning.		
CPD for teachers and TAs to support quality first teaching in relation to developing and promoting self-efficacy: praising for effort and use of strategies; finding pivotal moments; recognising the importance of challenge; creating opportunities for roles of responsibility; developing metacognition through oracy.	<b>Gutman and Schoon (2013)</b> “ <i>Non-cognitive skills are vital for educational success.</i> <b>Schunk (1981):</b> <i>Self-efficacy as a predictor of academic performance</i> <b>Betthaeuser et al. (2020):</b> <i>Impact on academic outcomes, mental health and social factors.</i>	5
Invest and upskill staff to deliver quality foundational writing curriculum.	Explicit teaching of foundational skills, including spelling and handwriting, sentence construction, control of grammar and use of vocabulary, allows all pupils to write effectively. <b>Ofsted</b>	2

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

Budgeted cost: 74,381.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions for speech and language, directed by a Speech and Language Therapist.	<b>EEF Guide to the Pupil Premium</b> ‘Menu of approaches’.	3
Learning Mentor/ Mental Health Lead to support the social and emotional wellbeing of children, with interventions	Self-efficacy impacts students' psychological well-being. Students with higher self-efficacy tend to have better emotional regulation and social interactions, which contribute to a more positive school experience.	5
1:1 SaLT Therapy	“ Professional development in speech, language and communication” publication from <b>The communication Trust</b> .	3,7

1:1 RWI tuition	“Phonics has a positive impact overall (+5 months) and extensive evidence on that it is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds”. <b>EEF</b>	2,4
Reading fluency: small group and 1:1	A fluent reading style can support comprehension because pupils' limited cognitive resources are freed from focussing on word recognition and can be redirected towards comprehending the text. For this reason, fluency is sometimes described as the bridge from word recognition. <b>EEF Improving Literacy in Key Stage 2</b>	2,4
Handwriting / Nessy: 1:1 and group	Handwriting activates a broader network of the brain regions involved in motor, sensory and cognitive processing. Handwriting remains an important tool for learning and memory retention. <b>Life ( Basel) 2025 Feb 22:15 (3):345.doi: 10.3390/life15030345 The Neuroscience Behind Writing: Handwriting vs Typing – who wins the Battle?</b>	7

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

Budgeted cost: £ 4177.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent workshops for children in EYFS, to raise the importance of reading with young children.	Reference list from the Book Trust's “ <i>Getting Children Reading</i> ” strategy  John Hattie (2008) estimates that the effect of parental engagement is equivalent to two to three additional years learning over a pupil's school career.	2
Ensure active participation in wider opportunities	Providing and supporting disadvantaged children to access to a range of events, trips and visitors, residential, clubs throughout school engages, motivates	4, 5

to increase 'cultural capital'.	and broadens children's perspectives and knowledge.  Learning a musical instrument develops concentration, creativity and listening	
Improve outdoor provision	"A growing body of research shows that children have better physical, mental and emotional health, and even improved learning, when they play outdoors." <b>UNICEF – Outdoor Play and Wellbeing (2025)</b>	3,5,6
Careers related Learning	 gnoring the process of career development occurring in childhood is similar to a gardener disregarding the quality of the soil in which a garden will be planted.' Niles & Harris-Bowlsbey (2013) <i>Career Development Interventions in the 21<sup>st</sup> Century</i>	4, 5
Develop speaking and listening skills through structured oracy education.	"A high-quality oracy education is vital to not only improve academic outcomes of students but also to foster their confidence and wellbeing. <b>Voice 21</b>	3

**Total budgeted cost: £ 83,559**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The performance of our disadvantaged pupils in the previous academic year (2023 -24) has been assessed using our school's/ Trust summative and formative termly assessments; end of each key stage 2 national testing and are compared within the Crofty education trust, local and national averages.

We also assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing through School data and observations.

Outcomes	Evidence																																																																																																		
Those children entitled to PPG funding achieve outcomes in reading, writing and maths in-line with, or above, national average by the end of KS1 and KS2	<table border="1"> <thead> <tr> <th></th><th>22-23</th><th>23-24</th><th>24-25</th><th>Var.</th><th>Nat. 24-25</th><th>3 year combined (National)</th></tr> </thead> <tbody> <tr> <td>GLD</td><td>100%</td><td>4/4 100%</td><td>2/2 100%</td><td>=</td><td></td><td>100%</td></tr> <tr> <td>PSC</td><td>67%</td><td>2/2 100%</td><td>4/6 67%</td><td>-33%</td><td></td><td>69%</td></tr> <tr> <td>Y4 MTC</td><td></td><td>4/7 57%</td><td>3/7 42%</td><td>-15% Above non-PP</td><td></td><td></td></tr> <tr> <td>KS2 Com.</td><td>67%</td><td>7/9 78%</td><td>8/15 53%</td><td>-25%</td><td>68%</td><td>63%</td></tr> <tr> <td>KS2 R</td><td>78%</td><td>8/9 83%</td><td>10/15 67%</td><td>-16%</td><td>81%</td><td>80% (80%)</td></tr> <tr> <td>KS2 W</td><td>67%</td><td>8/9 83%</td><td>10/15 67%</td><td>-16%</td><td>77%</td><td>70% (78%)</td></tr> <tr> <td>KS2 M</td><td>67%</td><td>9/9 100%</td><td>10/15 67%</td><td>-16%</td><td>80%</td><td>73% (80%)</td></tr> <tr> <td>KS2 R GDS</td><td>44</td><td>11</td><td>17</td><td></td><td></td><td>23 (36)</td></tr> <tr> <td>KS2 GPS</td><td>44</td><td>44</td><td>67</td><td></td><td></td><td>53 (78)</td></tr> <tr> <td>KS2 W GDS</td><td>22</td><td>11</td><td>8</td><td></td><td></td><td>13 (16)</td></tr> <tr> <td>KS2 M GDS</td><td>22</td><td>0</td><td>25</td><td></td><td></td><td>17 (30)</td></tr> <tr> <td>KS2 Comb</td><td>22</td><td>0</td><td>0</td><td></td><td></td><td>7% (10%)</td></tr> </tbody> </table> <p>IDS 25-26 shows 3 year average for disadvantaged Attainment measures to be 'Above' in R, W, M and Combined for the expected standard and close to average for GPS. 24-25</p>									22-23	23-24	24-25	Var.	Nat. 24-25	3 year combined (National)	GLD	100%	4/4 100%	2/2 100%	=		100%	PSC	67%	2/2 100%	4/6 67%	-33%		69%	Y4 MTC		4/7 57%	3/7 42%	-15% Above non-PP			KS2 Com.	67%	7/9 78%	8/15 53%	-25%	68%	63%	KS2 R	78%	8/9 83%	10/15 67%	-16%	81%	80% (80%)	KS2 W	67%	8/9 83%	10/15 67%	-16%	77%	70% (78%)	KS2 M	67%	9/9 100%	10/15 67%	-16%	80%	73% (80%)	KS2 R GDS	44	11	17			23 (36)	KS2 GPS	44	44	67			53 (78)	KS2 W GDS	22	11	8			13 (16)	KS2 M GDS	22	0	25			17 (30)	KS2 Comb	22	0	0			7% (10%)
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The curriculum delivery ensures high quality first teaching and targeted intervention for all pupils	<p>School has clear systems in place for identifying pupils for intervention, monitoring and reporting interventions. This includes: half termly Star Reader, end of unit White Rose test, Maths Whizz, weekly spelling and half termly SPAG tests; end of term White Rose maths tests and PIRA tests, pupil progress meetings, APDR for SEN pupils. Subject Leader monitoring and feedback cycles and training programmes.</p>																																																																																																		

<p>All pupils pass the phonics screening check in Y1 and where required are supported to achieve this by the end of Y2.</p>	<p>4/6 (67%) Pupils passed Y1 PSC 24/25</p>
<p>Pupils develop and use a wide and varied range of language accurately and appropriately, evident in both their spoken and written outcomes.</p>	<p>The range of activities/teaching styles and opportunities given at Pencoys School in the year 2024-2025 saw the children flourish. Children speak confidently to visitors and are able to articulate their learning.</p> <p>Leadership trails and SILC report show children use tier 2 and tier 3 subject specific language confidently and accurately in most subjects, in particular maths. Book looks show an increased application of language specific to the subject.</p>
<p>Children will experience a variety of rich and real learning opportunities at least half termly such as: Field trips, dance and music performances, residential.</p>	<p>Range of clubs continues to be broad with PPG pupils being encouraged to join. Attendance of PPG pupils remains at 67%.</p> <p>100% PP chdn attended swimming in 24-25</p> <p>100% of PP chdn attended a sports tournament during their time in Year 5/6 in 24-25</p> <p>Extra swimming lessons provided and closer monitoring to support PP chdn with swimming earlier on <b>24-25</b></p> <p>Staff trained and released to drive mini buses allows increase in trips and visits for all children</p> <p>Earlier identification of PP non-swimmers has meant the gap is closing with extra swimming lessons provided for Y4, 5 and 6 non-swimmers.</p> <p>100% of PPG pupils attended a residential trip in Y5 or Y6 <b>in 24-25</b></p>
<p>Children are ready to learn and display positive attitudes (TIS / nurture provision)</p>	<p>SILC report show behaviour and attitudes across the school are excellent <b>in 24/25</b>.</p> <p>Pupil surveys, visitor feedback and SILC report shows PPG pupils embrace the school culture, feel they have a place and valued within it.</p> <p>Pastoral Leader has evidence of timely interventions and the positive impact on SEMH. This is evident in reduction of lunch clubs, Dojo Learning Habit rewards</p>

	and end of year reports that show a positive attitude to learning in 24/25
Continue to ensure attendance of disadvantaged pupils is at least in line with national 96%.	<p><b>24-25</b></p> <p>Whole school: <b>PPG 92%</b> (in line with National) vs <b>95% non-PPG</b></p> <p><b>PA PPG 22% (10/45) (lower than national 25%)</b> vs <b>PA Non-PPG 7% (lower than national 11%)</b></p> <p>Positive relationships with parents, timely letters reviewed to be more relevant regarding number of days not 'sessions'; and identifies the social impact of absence with academic impact. Weekly, Inter-class competition continues, attendance board in hall, as well as termly, vouchers as an incentive for 100% attendance . Close monitoring and communication and support for parents continues.</p>
Parental engagement is increased.	<p>100% of PPG parents attended Parent consultation meeting in October 2025</p> <p>All PPG parents access Class Dojo for 24-25</p> <p>Expansion of parental engagement includes a successful art exhibition, EYs open day, Meet the Teacher, increased number of performances.</p>
Behaviour for learning is taught within the daily curriculum.	Celebration certificates, SILC report and subject leader monitoring demonstrate that PPG children respond positively to the 4 school learning habits and are demonstrating good learning behaviours in class.

## Externally provided programmes

Programme	Provider
TIS	
Careers Framework Project	Career development Institute
TT Rockstars	
Accelerated Reader	Renaissance
Talk for Writing	Talk for Writing
Read Write Inc	Oxford Owl
Maths Whizz	Whizz Education

Nessy	Nessy Learning
Number Sense	Number Sense Maths Ltd
Boxhall Profiling tool	
Draw and Talk	

## Further information (optional)

We want our disadvantaged pupils to be informed, ambitious and resilient. We want all our pupils to believe that they can be and do anything that they set their minds to. We identify and highlight current Careers Related opportunities in our curriculum so the learning is not incidental and build relationships with external employers.