

Pupil premium strategy statement – Callington Primary School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	363
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 – 2026
Date this statement was published	19/12/2024
Date on which it will be reviewed	19/12/2025
Statement authorised by	Hannah Loss
Pupil premium lead	Hannah Loss
Governor / Trustee lead	Antony Fugill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,240
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>	£
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£93,240

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Callington Primary School is that all pupils, irrespective of their background or the challenges they face, make at least good progress and achieve across all subject areas. Our goal is that no child is left behind socially, or academically, because of disadvantage. We provide an ambitious and considered curriculum, matched to the needs of each pupil, whilst maintaining high expectations. We raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our motto 'the best for every child, all the time' is at the heart of everything we do.

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all.'

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To expand opportunities and experiences for disadvantaged children
- To improve attendance for disadvantaged children
- To support the wellbeing of all pupils in our school.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. 84.6% of all children passed their phonics screening at the end of year 1. Out of the 15.4% of those children who didn't pass their check, 60% of these were PP eligible.</p> <p>2024 – 89.5% of children passed phonics screening. 87.5% of PP children passed phonics screening. Of the 10.5% who didn't pass, 12.5% were PP children.</p> <p>During Autumn term 2024, only 23% of the year 1 cohort are currently on track for their RWI assessments – this needs to be a focus for 2024.</p>
2	<p>Writing data indicates that in comparison to their peers disadvantaged pupils attainment is lower and will require further support. Whole school attainment: 64% of children are on track in writing at the end of summer 24 compared to 43% of disadvantaged children – This gap has widened slightly since 2023.</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Whole school attainment: 70% of children across the school are at expected standard at the end of summer 24 compared to 60% of our disadvantaged children. The gap has closed since 2023 but this still continues to be a challenge.</p>
4	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally underachieve within our wider curriculum. We need to develop our curriculum to ensure it is broad and balanced, knowledge-based and responds to the needs of all pupils.</p>
5	<p>Welfare – a high number of our pupils require additional support for a range of emotional, social and family issues. These issues can limit the academic progress a pupil can have, as well as causing the pupil to feel negative emotions such as stress, anxiety and low self esteem.</p>

6	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. This year: 92.7% whole school average this year compared to 90% disadvantaged children.</p> <p>A higher percentage of disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. 39.4%</p> <p>2024 – 90.3% whole school average for the year so far compared to 91.1% average for PP children. Persistent absence 23.7% whole school compared with 33.3% PP.</p>
7	<p>Disadvantaged children have less opportunities for enrichment opportunities</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>Improved reading attainment among disadvantaged pupils.</p>	<p>A reduction in the % gap between phonic scores between all pupils and disadvantaged children.</p> <p>KS2 reading outcomes in 2026 show that more than 70% of disadvantaged pupils met the expected standard (Currently 58%)</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2026 show that more than 70% of disadvantaged pupils met the expected standard. (Currently 58%)</p> <p>Number of disadvantaged children across the whole school at ARE</p>

	increased by summer 2023. Increase from 44% to 60%.
To improve our curriculum offer for disadvantaged children across the school.	<p>A new curriculum implemented and embedded across the school.</p> <p>Impact of new curriculum demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations - Evidence from subject leads and deep dives into subject areas.
To improve wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2026 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Engagement with the family support worker • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>Input from a wide range of outside agencies including the mental health team.</p>
To improve attendance for all pupils, particularly our disadvantaged pupils	<p>Improvement in attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate above national average and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent is reduced and gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leaders of teaching and learning to lead CPD in improving reading and writing across the school	Spending on improving teaching including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. This is a key ingredient for a successful school. EEF-Guide-to-the-Pupil-PremiumAutumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2
Daily coaching and mentoring sessions for staff led by phonics lead.	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: One to one tuition EEF (educationendowmentfoundation.org.uk)	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to access the mastery readiness course through the maths hub and to implement ideas into the classroom.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2
Purchase of high quality resources to support with teaching (Twinkl, phonics play, Numbots, Spelling shed, TTRS)	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1,2,3

	High-quality teaching EEF (educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention for core subjects (Reading/Writing/Maths)	Tuition in the form of 1:1 or towards a targeted group is an effective method to support children who are failing to meet the required standard. Small group tuition EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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 Toolkit Strand Education Endowment Foundation EEF	1
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain Full time Family Worker to deliver 1:1 support for pupils and parents. • Provision to include delivery of nurture groups	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional intervention can lead to learning gains of +4 months over the course of a year. Improving Social and Emotional+Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	5,6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Disadvantaged children to have a reduced cost to pay for any trips or experiences the children have in the curriculum.	DfE guidance recognises that school trips and outdoor learning improves children's educational development, health and well-being. DfE guidance finally gives all school trips the green light! - Voyager School Travel	7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	ALL

Free wraparound care for all disadvantaged children (Access to our breakfast club and afterschool club)	There is much evidence to state that eating breakfast contributes to increased concentration, improved wellbeing, and behaviour. National school breakfast club programme - GOV.UK (www.gov.uk)	5,6,7

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Whole school data

July 2023	Whole school % ARE	PP @ ARE	% difference
Reading	62.1%	52.1%	-10%
Writing	58.7%	41.7%	-17%
Maths	69.4%	50%	-19.4%
July 2024			
Reading	63.2%	50.8%	-12.4%
Writing	63.5%	42.9%	-20.3%
Maths	70.9%	60.3%	-10.6%

2023

Comparing this data for last year, we have closed the gap slightly in writing but the gap still remains the same in both reading and maths.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

2024

Looking at the data from July 2024, it shows that the gap has widened slightly in reading and writing. However, there is good evidence to show we have closed the gap in maths between disadvantaged and non disadvantaged children.

Key stage 1 2024 – Corestats

Key stage 2

Based on all the information above, we need to continue running this plan for the next 2 academic years. Although there has been some impact seen in maths, we still need to close the gap in both reading and writing.

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.

Programme	Provider