

Pupil premium strategy statement – Trewidland Primary School 2025-26

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils 2025-26

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
Number of pupils in school	20
Proportion (%) of pupil premium eligible pupils	0%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	25/26
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Kathryn Pipe
Pupil premium lead	Kathryn Pipe
Governor / Trustee lead	Steve Neal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025/26	£5,301
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1500
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>	£6801

Part A: Pupil premium strategy plan

Statement of intent

At Trewidland, we are proud to be a school where children and staff are inspired to learn, challenged to do their best and encouraged to succeed. We have high expectations of what our children can achieve and strive to inspire all children to develop a love of learning, so they make good progress and attain at their very best, becoming confident and successful individuals in our ever-changing world.

The ultimate goal for our disadvantaged pupils is that they can attend school every day without barriers receiving high quality teaching and excellent opportunities every day and that they leave Trewidland with self-belief, aspiration, skills and knowledge to access the secondary curriculum and succeed. When making decisions about using Pupil Premium funding, we believe it is important to consider the context of the school, our unique Cornish location and the subsequent challenges faced. We know the challenges are varied, individual and there is no "one size fits all".

This details how PP funding will be spent to address barriers to learning and the reasons. Approaches have been chosen as felt the most effective methods based on the EEF research and taking into account costs, staffing and resourcing. Further consideration is given to data assessment, qualitative assessments through discussions with staff and parents to close the gap and support disadvantaged pupils. Our approach will be responsive to common challenges and individual needs.

Our PP funding is used to fund three main activity types: support, intervention and enrichment.

In brief

Intervention: Continuation and further support for individualised support, 1:1 strategies and school-led tutoring to close gaps for individuals. We invest in staff CPD to develop all staff to ensure high quality teaching for all. Develop strategies to promote love of reading which will also continue to improve writing levels.

Support: SEMH support for individuals identified through bespoke packages. Support staff to support children to support children within school and help in breaking down barriers between home and school.

Enrichment: Funding streams that directly reduce lack of access to trips and uniform. Enrichment opportunities that widen children's experiences and develop their aspirations.

Challenges

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

Challenge number	Detail of challenge
1 Support	SEMH - emotional development - children with emotional developmental needs are not equipped, ready or willing to access learning. A rise in anxiety and issues related to this.
2 Intervention	Individualised specific learning difficulties or gaps in learning/resources. Staff development and resourcing to support disadvantaged children.
3 Enrichment	Lack of opportunities which enrich the curriculum and give children personal experiences that develop vocabulary and knowledge. Financial difficulties faced by families – low income. Poor transport links in our local area.
4 Intervention	Lack of early reading support and ongoing through the school at home for disadvantaged pupils negatively impacts their development as readers. We know from a range of research that poor reading impacts writing development.

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 close the gap between peers in academic outcomes.	Class data shows children making good or better progress. School tutoring supports class teachers in identifying and targeting gaps in learning. High quality teaching
To improve social and emotional development and understanding of the wider world. SEMH needs.	Targeted support to support attendance, self-esteem and confidence.
Positive progress scores for both reading and writing and a narrowing of the PP gap. Close the gap between writing proficiency and Reading	Accurate reading assessments Reading at the Y1 phonics screening check and at the end of KS2 outcomes for maths and English demonstrate closing of the PP gap.
To ensure all children are included in all aspects of school life.	Support financially for trips. To support wider experiences including arts, culture and diversity. Provide funding for school uniform to those who need it.

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: £2860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>a) Use of staffing to enable interventions to address 'gap lists' and prevent pupils falling further behind.</p>	<p>Evidence suggests that this is moderate impact for moderate cost based on moderate evidence, but as a leadership team we ensure large positive impact on learner outcomes by our deployment – including delivering intervention to small groups or individuals (high impact). Our teaching assistants are of a high quality and those children receiving support from them increases the high-quality interactions they have throughout the day. Professional development opportunities are also provided which will improve learner outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2, 4</p>

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

Budgeted cost: £808.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>b) High quality maths teaching - EYFS number sense and KS1 fluency number facts programme.</p>	<p>Number sense maths was born out of frustration at the absence of resources to systematically teach factual fluency. The programme have been carefully researched and trialled over the last decade. See https://numbersensematics.com/ Recommended by external maths specialist.</p> <p>Mathematics resources to support teaching (double sided counters, bead strings)</p>	<p>2</p>
<p>c) Ensure we have are able to teach the RWI programme with fidelity. High quality reading teaching and intervention – Read Write Inc Portal access and membership.</p>	<p>Library books AR resources RWI resources and portal access</p> <p>The updated Reading Framework of July 2023 emphasises the importance of reading within a primary school.</p> <p>EEF Toolkits Phonics +5 months Reading comprehension strategies +6 months</p>	<p>4</p>
<p>d) Targeted intervention support</p>	<p>Online subscription Insight to support attainment analysis for termly data analysis to support teaching and learning to meet the needs and monitor progress.</p> <p>EEF Toolkits Individualised instruction +4 months</p>	<p>2 5</p>

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

Budgeted cost: £3132

Activity	Evidence that supports this approach	Challenge number(s) addressed
d) Music Lessons with external music specialist - Mrs Sally Butlin	<ul style="list-style-type: none"> • every child with an opportunity to play an instrument and perform in front of an audience. • Increases memory skills • Teaches perseverance and creates a sense of achievement. • Improves coordination • Improves listening and social skills <p>EEF Toolkits Arts participation +3 months We know that the cost of music lessons is often not possible for disadvantage children. We are passionate in believing that children have access to these important enrichment activities which develops children's music skills, performance, confidence and team playing skills.</p>	3, 1
e) Uniform Voucher Support	Funding is utilised by all those who need it to ensure they are able to feel a sense of belonging when attending school.	3
f) PP children receive funding to cover the costs of residential.	Ensure 100% of PP children attend an educational visit residential.	3

Total budgeted cost: £6800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to the small size of the cohort (under 10) it could be possible to identify an individual pupil or pupils so the data is held within the school for internal analysis

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

See note below

The impact of that spending on service pupil premium eligible pupils

Due to the small size of the cohort (under 10) it could be possible to identify an individual pupil or pupils so the data is held within the school for internal analysis.