

Pupil premium strategy statement – St Breock Primary School

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	202
Proportion (%) of pupil premium eligible pupils	22%
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	July 2026
Statement authorised by	Sian Hall
Pupil premium lead	Stuart Mitchell
Governor / Trustee lead	David Barton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£73,560

Part A: Pupil premium strategy plan

Statement of intent

At St Breock Primary School we encourage independence, resilience and self-discipline through high-quality teaching for all. Our strategy tackles barriers faced by disadvantaged pupils, strengthening first-class teaching, boosting confidence, closing the early vocabulary and reading gaps, and ensuring that every child has equal access to school and the opportunities it provides.

Challenges

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

Challenge number	Detail of challenge
1	<i>Over 60% of the pupil premium group are persistently absent, or are at risk of becoming persistently absent, missing on average 10%+ of sessions,</i>
2	<i>A large percentage of the pupil premium group show low resilience and struggle with independence due to limited confidence and self-esteem. A higher proportion are emotionally vulnerable, finding it hard to express themselves, which negatively affects their learning, wellbeing and friendships.</i>
3	<i>Over 50% of the pupil premium group are working outside of their year group (BLW) or are working towards the expected level within their year group (WTS) in both Reading and Writing.</i>
4	<i>A large number of the pupil premium group have limited life experiences and fewer opportunities to explore personal interests, reducing ownership of their learning. Limited access to enrichment beyond the classroom further restricts their wider development and ability to make meaningful connections in their learning.</i>
5	<i>Over 50% of the pupil premium group have limited access to positive male role models, which can affect aspirations, emotional development and engagement in learning. This gap can reduce pupils' confidence, sense of identity and exposure to diverse examples of success.</i>

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
<i>Improve attendance of pupil premium group by identifying individuals below 90% each term, working with EWO and families to address barriers.</i>	<ul style="list-style-type: none"> <i>Reduction in number of PP pupils with attendance below 90%</i> <i>Improved overall attendance for PP pupils moving closer to or above national averages.</i> <i>Interventions recorded for targeted pupils e.g. meetings, support plans, EWO involvement.</i>
<i>Vulnerable learners will receive targeted support to build independence, confidence and emotional expression, leading to greater resilience in learning.</i>	<ul style="list-style-type: none"> <i>Improved emotional regulation observed through behaviour logs and pupil voice.</i> <i>Increased independence recorded through class teacher observations.</i> <i>Greater engagement and resilience resulting in reduced need for adult intervention.</i>
<p><i>Pupil premium group will make accelerated progress in reading and writing to move closer to or achieve age related expectations.</i></p> <p><i>Gaps in reading fluency, comprehension and writing skills will narrow compared to non-PP pupils.</i></p> <p><i>Pupils will develop greater confidence and independence in literacy tasks.</i></p>	<ul style="list-style-type: none"> <i>Accelerated progress and reduced gap in attainment shown in termly assessments and Teacher assessments in pupil premium group.</i> <i>Improved writing (stamina, structure, accuracy) and reading (fluency comprehension) outcomes.</i> <i>Increased engagement in reading and writing activities, noted through pupil voice.</i>
<i>The pupil premium group will have increased access to enriching experiences that broaden their interests, strengthen ownership of their learning, and enhance their ability to make meaningful connections across the curriculum.</i>	<ul style="list-style-type: none"> <i>Increased participation of pupil premium group in leading clubs and enrichment events linked to areas of personal interest.</i> <i>Pupil voice feedback reflects greater curiosity, confidence and engagement in learning.</i> <i>Broader range of interests evidenced through pupil choices, engagement in extracurricular activities and improved application of knowledge in learning.</i>
<i>The pupil premium group to have increased exposure to positive male role models, strengthening aspirations, confidence, emotional development and engagement in school life.</i>	<ul style="list-style-type: none"> <i>Increased participation of pupil premium group in clubs or enrichment activities led by positive male role models.</i> <i>Improved pupil voice feedback showing greater confidence, aspiration and sense of belonging.</i> <i>Stronger relationships observed between pupils and adults in school, reflected in 'Motional Screening' or behaviour records.</i>

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 24,874

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>RWI/ Phonics Lead to monitor and provide training on Phonics delivery.</i></p> <p><i>Phonics Lead to be released from classroom to support and train those teaching phonics.</i></p> <p><i>RWI subscription to support teaching and development.</i></p>	<p><i>EEF – Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p>	3
<p><i>Review/ Staff training on the importance of vocabulary teaching and how to do this across the whole curriculum.</i></p> <p><i>Continued implementation, training and delivery of Wellcomm resource to support early language development in EYFS.</i></p> <p><i>Continued retainment of experienced EYFS staff to support early language acquisition</i></p> <p><i>Review of whole school writing curriculum to enhance subject knowledge and further support gaps in learning, alongside the implementation of the Grammarsaurus writing units to support outcomes in writing, grammar, punctuation and spelling.</i></p>	<p><i>EEF – Oral Language Interventions. The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</i></p> <p><i>EEF – Reading Comprehension Strategies. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</i></p>	3
<p><i>Use high quality PSHE resources that highlight resilience, emotional literacy and positive relationships.</i></p>	<p><i>EEF- Social and Emotional Learning The average impact of successful SEL interventions is an additional three months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</i></p>	2, 5

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

Budgeted cost: £ 43046

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Trauma Informed School (TIS) practitioner working with targeted vulnerable children 5 days a week. TIS universal approach in all classes through Motivational Assessment and implementation of class action plans.</i>	<i>EEF – Social and Emotional Learning. The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</i>	2
<i>TA led targeted catch-up interventions in literacy and numeracy.</i>	<i>EEF – Teaching Assistant Interventions Moderate impact for moderate cost with 4+ months progress. Short catch-up programmes to address gaps in learning following lockdowns have proved beneficial to disadvantaged pupils.</i>	3

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

Budgeted cost: £ 5640

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Termly data collection will identify those attending below 90% and SMT will liaise regularly with the school's EWO to address this. Efforts will be made by the SMT to phone families and find solutions together.</i>	<i>Attendance of the PP group is lower than that of non-PP children across all classes.</i>	1
<i>To be able to respond to the needs of Pupil Premium children within school to ensure full engagement by providing school uniform, 20% discount on residential, taxis to and from school and before and after school provision as required.</i>	<i>Historically, we have had PP children who could not attend residential and trips, have not had adequate uniform and were unable to attend school regularly due to the inability of parents to get them to school.</i>	4
<i>Offer after school clubs led by male volunteers and coaches</i>	<i>EEF – Arts Participation. The average impact of arts participation on other areas of academic</i>	5

<p>that promote positive male role models to act as behaviour champions/ aspirational mentors.</p>	<p>learning appears to be positive but moderate, about an additional three months progress.</p> <p><i>EEF- Physical Activity. The average impact of the engaging in physical activity interventions and approaches is about an additional two month's progress over the course of a year.</i></p> <p><i>EEF evidence on mentoring highlights the importance of consistent, trusted adult relationships in improving engagement, confidence and outcomes.</i></p>	
<p>To allow PP group to explore their own interests spanning the curriculum. Organising and leading their own lunch time clubs to share their interests with their peers.</p>	<p><i>EEF – Collaborative Learning Approaches. 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.</i></p> <p><i>EEF – Arts Participation. The average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</i></p>	4
<p>Create a passport of experiences ensuring that PP group access a set menu of cultural, sporting and creative opportunities e.g. representing the school with roles within the classroom, sporting events, music events etc.</p>	<p><i>EEF- Physical Activity. The average impact of the engaging in physical activity interventions and approaches is about an additional two month's progress over the course of a year.</i></p> <p><i>EEF – Arts Participation. The average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</i></p> <p><i>EEF- Behaviour interventions. Research highlights that positive responsibility roles can improve engagement and behaviour outcomes.</i></p>	4
<p>'Wellbeing Breakfast' places funded for PP Group to improve punctuality and readiness to learn, alongside providing a daily check in with key adults to provide a positive transition</p>	<p><i>Studies by the EEF found that well structured and organised breakfast clubs had a slight improvement in attendance.</i></p> <p><i>EEF – Parental Engagement. The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year.</i></p>	1

Total budgeted cost: £ 73,531

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- *45% of the PP group received individual social and emotional support.*
- *42% of the PP group were expected or above in Reading*
- *32% of the PP group were expected or above in Writing*
- *49% of the PP group were expected or above in Maths.*
- *32% of the PP group were on the SEN register.*