



Hayle Academy



"We inspire students to dream big, to achieve more"

Pupil Premium Strategy Statement

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 effect that last year's spending of Pupil Premium had within our school.

School overview

Detail	Data
School name	Hayle Academy
Number of pupils in school	632
Proportion (%) of Pupil Premium eligible pupils	32.59% Pupil Premium (206 students) 31.17% FSME6 (197 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26, 2026/27, 2028/29
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Melissa Lock - Headteacher
Pupil Premium Lead	Melissa Lock - Headteacher
LMC / Trustee Lead	Mark Arnold - Chair of LMC Anita Firth – Chair of Trustees

Funding overview

Detail	Amount 2025-2026	Amount 2026-2027	Amount 2027-2028
Pupil premium funding allocation this academic year	£221,791	£234,361	£243,112
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0	0	0
Total budget for this academic year If your school is an Academy in a Trust that pools this funding, state the amount available to your school this academic year	£221,791	£234,361	£243,112

Part A: Pupil Premium Strategy Plan

Statement of intent

At Hayle Academy, our aim is to ensure that every pupil, regardless of their background or the challenges they face, achieves high standards across all areas of learning. Our Pupil Premium strategy is focused on providing targeted support for disadvantaged pupils to help them reach ambitious academic outcomes. We are committed to ensuring that all disadvantaged students are supported to achieve the highest outcomes possible and to thrive within a culture of high expectations.

We understand that some pupils face additional challenges, such as those with a Social Worker or Young Carers, and we are committed to providing the support they need to overcome these barriers. Our approach is designed to meet the needs of all our pupils, ensuring that they are given every opportunity to succeed, regardless of their circumstances.

Our approach is designed to support all pupils, whether disadvantaged or not, with a focus on high-quality, 'quality-first' teaching. This ensures that disadvantaged pupils receive the specific support they need, helping to eliminate the attainment gap while benefiting all pupils. Our strategy is based on robust diagnostic assessments, addressing both common challenges and individual needs. By focusing on targeted interventions and continuous support, we aim to sustain and improve the attainment of both disadvantaged and non-disadvantaged pupils. Each approach we adopt complements the others, working together to help all pupils achieve their full potential. To ensure they are effective we will:

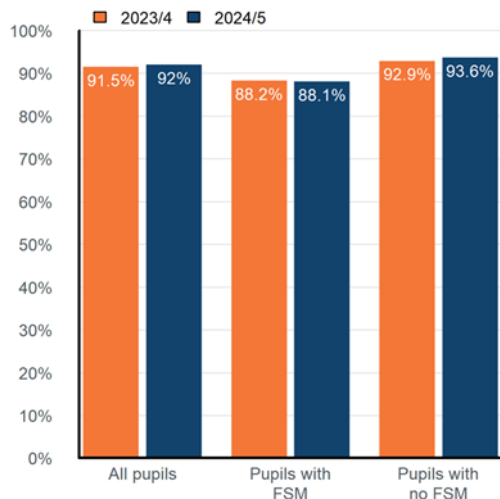
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupil outcomes and raise expectations of what they can achieve.
- Act early to provide support once a need has been identified.
- Eliminate the attainment gap between pupil premium and their peers.
- Address non-academic barriers to attainment such as attendance, behaviour and cultural capital.

Ensure that the Pupil Premium grant reaches pupils who need it the most, with the recognition that not all students who are socially disadvantaged are registered or qualify for Free School Meals.

Challenges

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

	Detail of challenge												
1	<p><u>Attainment</u></p> <p>The A8 outcome of 43 is slightly above the 2024 but is 3 below the National Average. There has been a significant improvement in the A8 outcome for disadvantaged students of 7.92 compared to the 2024 outcome and the 2025 outcome is above the National 2024 figure by 2.12.</p> <p>The 2025 Basics 5+ outcome of 32.6% is 6.4% below the 2024 outcome and is 13.3% below the National 2024. This is a key priority area for the school for 2025-26, so that the outcome is at least in line with National Average.</p> <p>The outcome of 20% for disadvantaged students is a 3.3% improvement on the 2024 outcome but this is 5.8% below the National 2024 figure. For English, the outcome of 40% for disadvantaged students shows an improvement of 15% compared to the 2024 outcome. For Maths, the outcome of 28% for disadvantaged students shows an increase of 7.2% compared to the 2024 outcomes.</p> <p>The 2025 Basics 4+ outcome of 57.9% is a decrease of 1.9% compared to the 2024 exam outcome and is a priority area to address.</p> <p>The outcome of 52% for disadvantaged students is a significant improvement compared to 2024 outcomes by 22.8%. For English, the outcome of 60% for disadvantaged students demonstrates a significant improvement of 30.8% compared to the 2024 exam outcomes. For Maths, the outcome of 60% for disadvantaged students represents a significant improvement of 22.5% compared to the 2024 outcome.</p> <p>Our aim is to ensure that outcomes of all students is at least in line with National Averages, including for students eligible for FSM and PP funding, as well as those who may have SEN or other additional needs, are Children in Care or who are Young Carers.</p>												
2	<p><u>Attendance and Punctuality</u></p> <p>Attendance and punctuality rates are generally lower, and persistent absence is higher.</p> <p><u>2024-2025</u></p> <p>Attendance for all 2024/2025: 92%, which is above national average.</p> <div><div><div>■ your school</div><div>■ national average</div></div><table><thead><tr><th>Category</th><th>your school</th><th>national average</th></tr></thead><tbody><tr><td>All pupils</td><td>92%</td><td>91.4%</td></tr><tr><td>Pupils with FSM</td><td>88.1%</td><td>86.4%</td></tr><tr><td>Pupils with no FSM</td><td>93.6%</td><td>93.4%</td></tr></tbody></table></div>	Category	your school	national average	All pupils	92%	91.4%	Pupils with FSM	88.1%	86.4%	Pupils with no FSM	93.6%	93.4%
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There is a year-on-year increase in our attendance since implementing the TPAT tiered approach, but we aspire for there not to be any difference. Our focus is on reducing persistent absence, particularly for students who are eligible for FSM and PP funding.

3

Behaviour and Engagement

Data from 2024-25 demonstrates a % suspension per 100 rate of 19.4% for all students and for students who are eligible for PP funding there is a significantly higher rate of 46.15%. Comparatively for all students per term, there was a reduction from 8.74% to 6.2% in the Spring and 4.45% in the Summer. For students eligible for PP funding, there was a term-on-term reduction from 20% in the Autumn, 17.44% in the Spring and 8.72% in the Summer, which shows that the gap has closed compared to their peers.

Students eligible for PP funding at Hayle Academy are disproportionately represented in behaviour incidents, including suspensions. This could reflect aspects of underlying unmet needs and barriers to engagement.

Key contributing factors include:

- Unidentified or unsupported SEND
- Poor emotional regulation and low resilience
- Limited access to early intervention and pastoral support
- External factors impacting behaviour and wellbeing

Reducing exclusions is essential to safeguarding learning continuity and ensuring equitable access to education for disadvantaged pupils.

4

Parental Engagement and Support

2024-2025 parent attendance data at parents evenings/ open classroom events:

	PP	NON PP
Year 11	38%	68%
Year 10	35%	64%
Year 9	56%	64%
Year 7	76%	82%

The Equity Scorecard



Apply Filters

Select a school

Hayle Academy

Comparison to previous year or regional/national average

equal/above within 5% below no comparison data

		School	South West	Latest Year National
<input checked="" type="checkbox"/> Community engagement	CE Checklist score*	1.3	2.4	2.4
	CE Parent/carer, staff and pupil opinion score*	2.1	2.3	2.3
	Parents evening attendance: FSM eligible pupils and their parents/carers	54.0	47.6	47.6
	Survey completion rate: FSM eligible pupils and their parents/carers	38.9	21.3	21.3
<input checked="" type="checkbox"/> Disadvantaged inclusion	DI Checklist score*	1.3	2.0	2.0
	DI Parent/carer, staff and pupil opinion score*	2.0	2.3	2.3
	Fair share of FSM eligible pupils	29.7	20.0	24.1
<input checked="" type="checkbox"/> Disadvantaged outcomes	DO Checklist score*	1.4	2.1	2.1
	DO Parent/carer, staff and pupil opinion score*	2.1	2.2	2.2
	English and maths pass rate for FSM eligible pupils	31.8	40.0	43.6
	FSM eligible pupils in education or employment at age 16	83.0		

*All score measures are an average out of 5, with the most positive response as 1, least positive as 5. All other results are shown as a percentage.

Parental engagement among families who are eligible for PP funding is often lower, which can affect attendance, learning habits, and overall pupil outcomes. Some families face barriers such as limited time, confidence, or understanding of how to support learning at home.

Key challenges include:

- Reduced attendance at school events and progress meetings
- Limited home support for reading, homework, and routines
- Lower levels of communication and partnership with school
- External pressures impacting parental capacity to engage

Improving parental engagement is key to strengthening home-school partnerships and supporting sustained progress for disadvantaged learners.

5

Post-16 Progression

Baseline data showed 2.4% of the 2024 cohort who were NEET (2 students). This was a significant reduction compared to 2023 (6.4%; 8 students), and more in line with the trend historically.

Students who are eligible for PP funding at Hayle Academy are less likely to pursue aspirational post-16 pathways, including A-levels, vocational qualifications, or apprenticeships. This is often due to lower academic confidence, limited exposure to career options, and reduced support at home.

Key barriers include:

- Lower attainment and reduced readiness for Level 3 study
- Limited awareness of post-16 opportunities and pathways
- Fewer encounters with employers, colleges, and role models
- Anxiety around transition and lack of tailored guidance

Improving post-16 progression is vital to raising aspirations and ensuring disadvantaged students can access meaningful next steps in education, employment, or training.

6

Participation in Wider School Life

All students are involved in Broad Horizons.

When reviewing Hayle Xtra sign up 2024-25, 21% students attended a Hayle Xtra activity. (Not including study support or fixtures) with 5.2% of students who are in receipt of PP funding. Currently (Sept 2025) 31.08% of students have signed up to Hayle Xtra. 26.2% of students in receipt of PP funding have signed up for Hayle Xtra so far in 2025/26.

Students who are eligible for PP funding at Hayle Academy are less likely to engage in enrichment activities, leadership roles, and wider school opportunities that build confidence, aspiration, and cultural capital.

Barriers include:

- Financial constraints limiting access to trips, clubs, and experiences
- Lower self-confidence and sense of belonging
- Reduced parental engagement with extracurricular opportunities
- Competing responsibilities outside school

This limits personal development and the broader skills needed for success beyond the classroom. Our strategy aims to remove barriers and actively promote inclusive participation in all aspects of school life.

7

Maths fluency

2025 incoming Y7 KS2 SATS comparison v. national average at question level for summer 2025 KS2 SATs:

Maths	Hayle
Strand	Difference
C. Addition, subtraction, multiplication and division (calculations)	-6
A. Algebra	-9
F. Fractions, decimals and percentages	-9
P. Geometry - position and direction	0
G. Geometry - properties of shapes	-2
M. Measurement	-7
N. Number and place value	-2
R. Ratio and proportion	-8
S. Statistics	-4

At Hayle Academy, a significant proportion of our cohort who are in receipt of PP funding enter secondary education with gaps in core mathematical fluency, particularly in number sense, recall of key facts, and confidence in applying foundational skills. These gaps are often compounded by lower levels of cultural capital, reduced access to enrichment opportunities, and inconsistent prior learning experiences.

This lack of fluency not only hinders progress in mathematics but also impacts learners' ability to access the wider curriculum, undermining their confidence and engagement. The challenge is to ensure that every disadvantaged learner develops secure, automatic recall of key mathematical facts and procedures, alongside the ability to reason and problem-solve with increasing independence.

Our strategy must address:

- Early identification of fluency gaps through diagnostic assessment.

	<ul style="list-style-type: none"> Targeted interventions that are evidence-informed and consistently delivered. High-quality teaching that prioritises fluency within a rich mathematical curriculum. Sustained practice and retrieval opportunities embedded across all key stages. Parental engagement and home learning support to reinforce fluency outside the classroom. <p>Success will be measured not only by improved attainment and progress data, but also by increased learner confidence, participation, and long-term retention of mathematical knowledge.</p>																														
8	<p><u>Literacy: Reading Age Disparity and Wider Literacy Gaps</u></p> <p>2025 incoming Y7 end of KS2 SATS question level profile (summer 2025) compared to national average:</p> <table> <tr> <th>English Grammar and Punctuation Strand</th><th>Hayle Difference</th></tr> <tr> <td>G1. Grammatical terms / word classes</td><td>-6</td></tr> <tr> <td>G2. Functions of sentences</td><td>-4</td></tr> <tr> <td>G3. Combining words, phrases and clauses</td><td>-12</td></tr> <tr> <td>G4. Verb forms, tense and consistency</td><td>-10</td></tr> <tr> <td>G5. Punctuation</td><td>-4</td></tr> <tr> <td>G6. Vocabulary</td><td>-1</td></tr> <tr> <td>G7. Standard English and formality</td><td>-4</td></tr> </table> <table> <tr> <th>Reading Strand</th><th>Hayle Difference</th></tr> <tr> <td>2a. Give / explain the meaning of words in context</td><td>-3</td></tr> <tr> <td>2b. Retrieve and record information / identify key details from fiction and non-fiction</td><td>-1</td></tr> <tr> <td>2c. Summarise main ideas from more than one paragraph</td><td>-4</td></tr> <tr> <td>2d. Make inferences from the text / explain and justify inferences with evidence from text</td><td>-3</td></tr> <tr> <td>2h. Make comparisons within the text</td><td>-13</td></tr> <tr> <td>2g. Identify / explain how meaning is enhanced through choice of words and phrases</td><td>2</td></tr> </table> <p>A significant number of students who are in receipt of PP funding at Hayle Academy enter secondary school with reading ages below their chronological age. This disparity limits access to the curriculum, restricts vocabulary acquisition, and hinders progress across all subjects. The challenge is particularly acute in Key Stage 3, where literacy demands intensify and the ability to comprehend, analyse, and articulate ideas becomes essential for academic success.</p> <p>However, the issue extends beyond reading age alone. Many disadvantaged learners face a broader spectrum of literacy challenges, including:</p> <ul style="list-style-type: none"> Delayed decoding and fluency, which affect reading comprehension and stamina. Limited exposure to diverse and challenging texts, reducing cultural capital and background knowledge. Underdeveloped writing skills, particularly in structuring ideas, using academic language, and applying grammar accurately. Reduced oracy confidence, impacting classroom participation, verbal reasoning, and the ability to articulate learning. <p>These challenges are often interlinked, compounding barriers to learning and diminishing self-efficacy. Closing the literacy gap requires a holistic, cross-curricular approach that:</p> <ul style="list-style-type: none"> Prioritises explicit teaching of vocabulary, reading strategies, and writing structures. Embeds oracy development through dialogic teaching and structured talk. 	English Grammar and Punctuation Strand	Hayle Difference	G1. Grammatical terms / word classes	-6	G2. Functions of sentences	-4	G3. Combining words, phrases and clauses	-12	G4. Verb forms, tense and consistency	-10	G5. Punctuation	-4	G6. Vocabulary	-1	G7. Standard English and formality	-4	Reading Strand	Hayle Difference	2a. Give / explain the meaning of words in context	-3	2b. Retrieve and record information / identify key details from fiction and non-fiction	-1	2c. Summarise main ideas from more than one paragraph	-4	2d. Make inferences from the text / explain and justify inferences with evidence from text	-3	2h. Make comparisons within the text	-13	2g. Identify / explain how meaning is enhanced through choice of words and phrases	2
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	<ul style="list-style-type: none"> Provides targeted interventions informed by diagnostic assessment and responsive teaching. Cultivates a reading-rich culture that fosters enjoyment, independence, and resilience in literacy. <p>Success will be measured through improvements in reading age, written outcomes, verbal engagement, and overall learner confidence—ensuring every student can access, engage with, and succeed in the curriculum. Eliminating the reading age gap in addition to other wider literacy gaps is essential to improving outcomes and ensuring equitable access to learning.</p>
9	<p><u>Supporting Disadvantaged Learners with SEMH, SEN, Additional Needs, and Young Carers</u></p> <p>At Hayle Academy, a significant proportion of students eligible for Pupil Premium funding face complex and overlapping barriers to learning, including Special Educational Needs (SEN), social, emotional and mental health (SEMH) challenges, and responsibilities as young carers. These students often require highly personalised support to access the curriculum, engage with school life, and achieve their full potential.</p> <p>Key challenges include:</p> <ul style="list-style-type: none"> SEMH needs, such as anxiety, trauma, and emotional dysregulation, which affect attendance, concentration, and relationships. Cognitive and learning needs, including speech, language and communication difficulties, which limit access to academic content and classroom interaction. Young carers, who may experience fatigue, stress, and reduced time for homework or enrichment, often leading to lower engagement and attainment. Disadvantaged learners with multiple vulnerabilities may struggle to navigate school systems, advocate for their needs, or maintain consistent progress. Staff confidence and capacity to meet diverse and complex needs can vary, requiring ongoing professional development and whole-school consistency. <p>Our strategy must ensure that:</p> <ul style="list-style-type: none"> Provision is inclusive, trauma-informed, and relational, with high expectations and tailored support for every learner. Early identification and intervention are embedded, using robust data, pupil voice, and multi-agency collaboration. Young carers are recognised and supported, with flexible approaches to homework, attendance, and pastoral care. Staff are equipped and empowered through training, coaching, and shared practice to meet the needs of all learners. Wellbeing and personal development are prioritised alongside academic progress, ensuring every child feels safe, valued, and capable. <p>Success will be measured through improvements in attendance, engagement, wellbeing indicators, and academic outcomes—ensuring that every child, regardless of background or circumstance, thrives in a nurturing and ambitious school environment.</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
Challenge 1 Children who are eligible for	Internal and external data will evidence incremental increases in attainment for pupils eligible for Pupil Premium. This includes pupils with SEND, additional mental health needs, and those identified as young

<p>Pupil Premium funding have A8, Basics 4+, Basics 5+ and 7+ measures at end of KS4 with year on year increases</p>	<p>carers, ensuring their attainment is not limited by overlapping vulnerabilities. Outcomes at Key Stage 4, particularly in the Basics and A8, are at least in line with national averages and shows no gap compared to non-disadvantaged students. Data monitoring shows outcomes at least in line with non-disadvantaged students and at least in line with national averages. SEND and vulnerable learners who are in receipt of PP funding, including young carers and those with SEMH needs, demonstrate progress and attainment at least in line with their peers, with targeted support reflected in individual outcomes.</p> <p><i>Monitored by LMC, SLT, Curriculum leaders in LMC/raising standards/Link meetings.</i></p>
<p><u>Challenge 2</u> Children who are eligible for Pupil Premium funding attend school as often as children who are not entitled to Pupil Premium funding</p>	<p>Attendance for all children, including children eligible for PP funding, will be above 94%% The number of children who are eligible for PP funding who are persistently absent is less than 18%. There will be a reduced number of pupils eligible for PP at Tier 1 of the Attendance Strategy. There will be a reduced number of disadvantaged families receiving fixed penalty notices.</p> <p><i>Monitored by Attendance Officer and SLT in fortnightly meetings.</i></p>
<p><u>Challenge 3</u> Behaviour and engagement for disadvantaged students reduce and are in line with their non-disadvantaged peers and below national averages.</p>	<ul style="list-style-type: none"> • <i>The rate of exclusions and suspensions for students eligible for PP funding reduces year-on-year, term on term and term by term compared to previous years.</i> • <i>Disadvantaged students' behaviour outcomes are in line with their non-disadvantaged peers</i> • <i>Suspension rates for students who are eligible for PP funding fall below national averages</i> • <i>Early intervention and pastoral support lead to improved engagement and reduced repeat incidents</i> • <i>Behaviour data shows a narrowing gap between disadvantaged and non-disadvantaged pupils</i> <p><i>Monitored by LMC, DHT, SLT, Behaviour team in regular Inclusion meetings – at least half termly.</i></p>
<p><u>Challenge 4</u> Support from home: parents and carers of children who are in receipt of PP funding are involved in the school community and attend events</p>	<ul style="list-style-type: none"> • An increased % of parents will engage in events led by school staff to support and promote academic learning. • Increased attendance of parents whose child is eligible for PP funding at school events, workshops, and progress meetings • Growth in positive home-school communication and parental involvement in learning • Families of children eligible for PP funding feel welcomed and included in the school community, as evidenced by surveys and feedback • Targeted outreach leads to improved engagement from harder-to-reach families • A measurable increase in parental participation in enrichment, transition, and support programmes • All children who are entitled to Pupil Premium funding will complete home learning every week. • At least 85% of parents/carers whose child is eligible for PP funding will attend Parents Evenings.

	<ul style="list-style-type: none"> • Our admin team and SLT AHT Lead for Parental Engagement will monitor parental engagement in events, such as parents evenings and open classroom events. • Barriers are identified by school to enable the setting to be easier to reach. <p><i>Monitored by SLT /PP Lead</i></p>
<p><u>Challenge 5</u> Progression to appropriate Further Education is well supported, so that no disadvantaged student is at risk of being NEET.</p>	<ul style="list-style-type: none"> • 100% of students eligible for PP funding progress to appropriate post-16 education, employment, or training • No disadvantaged student is classified as NEET (Not in Education, Employment, or Training) • Targeted careers guidance and transition support are in place for all students who are eligible for PP funding • Destinations data shows parity between disadvantaged and non-disadvantaged cohorts • Student voice and follow-up data reflect increased confidence and aspiration in post-16 planning <p><i>Monitored by LMC, AHT (Careers), SLT through regular meetings.</i></p>
<p><u>Challenge 6</u> Engagement in wider activities such as the extra-curricular programme, is at a level which is at least in line with non-disadvantaged students.</p>	<ul style="list-style-type: none"> • Participation rates in extra-curricular activities among students in receipt of PP funding are at least in line with their non-disadvantaged peers • Disadvantaged students are proportionately represented in clubs, trips, leadership roles, and enrichment opportunities • Barriers to participation (e.g. cost, transport, confidence) are identified and addressed through targeted support • Student voice and engagement surveys show increased enjoyment and sense of belonging • Monitoring data shows sustained involvement over time, not just one-off participation <p><i>Monitored by LMC, AHT (PD), SLT through regular meetings.</i></p>
<p><u>Challenge 7</u> Maths fluency is in line with expectation and shows no gap compared to non-disadvantaged students.</p>	<ul style="list-style-type: none"> • Internal and external data show year-on-year improvement in maths fluency for students who are eligible for PP funding. • Attainment and progress in maths for disadvantaged learners are at least in line with non-disadvantaged peers. • Diagnostic assessments and fluency checks show reduced gaps in number sense, recall, and application. • Intervention impact is evidenced through improved outcomes in classwork, assessments, and confidence. • Monitoring shows consistent delivery of fluency-focused teaching and targeted support. <p><i>Monitored by LMC, SLT, Maths Curriculum Leader, Maths Lead Practitioner, Raising Standards meetings, and Link Line Management.</i></p>

<p><u>Challenge 8</u> Literacy: students who are eligible for PP funding make sustained progress in reading, writing, and oracy. Reading ages are at least in line with chronological age and comparable to non-disadvantaged peers, with wider literacy gaps narrowed across Key Stage 3 and beyond.</p>	<ul style="list-style-type: none"> • Reading ages of students who are eligible for PP funding improve year-on-year and align with chronological age and peers. • Writing outcomes show improved structure, vocabulary, and accuracy, with reduced gaps in extended writing tasks. • Oracy confidence and verbal reasoning improve, evidenced through classroom participation and pupil voice. • Diagnostic assessments show gains in fluency, comprehension, vocabulary, and writing. • Targeted literacy interventions lead to measurable progress across reading, writing, and spoken language. • Literacy outcomes across subjects show reduced gaps between disadvantaged and non-disadvantaged learners. <p><i>Monitored by LMC, AHT (Data & Assessment), SLT, Literacy Co-ordinators, and Curriculum Leaders through regular Link meetings and termly data reviews.</i></p>
<p><u>Challenge 9</u> Students eligible for PP funding with SEMH, SEN, and caring responsibilities receive targeted, inclusive support that improves their wellbeing, engagement, and academic progress.</p>	<ul style="list-style-type: none"> • Improved attendance, engagement, and wellbeing for vulnerable learners who are in receipt of PP funding, evidenced through pastoral and academic data. • Academic progress for these students shows year-on-year improvement and is in line with national expectations for similar groups. • Staff confidence in supporting complex needs increases, reflected in CPD feedback and classroom practice. • Young carers who are eligible for PP funding are identified and supported through flexible provision and pastoral care. • Multi-agency support is effectively coordinated and impacts outcomes positively. <p><i>Monitored by LMC, SLT, SENDCo, and Pastoral Leaders through termly data reviews, Raising Standards meetings, and Link Line Management.</i></p>

Activity in this academic year

Teaching: minimum 50% of budget (for example, CPD, recruitment and retention)

Budgeted Cost: £141,791

Provision	Budget
Steplab	£15,000
RWI phonics resources, specialist literacy tutor, Lexia and training	£29,791
Provision map	£6,000

Reading assessments	£3,000
Coaching release	£20,000
Additional CPD	£10,000
Literacy and Numeracy	£8,000
Advantage, including a stylus for each FSM student	£50,000
Total cost:	£141,791

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and Numeracy Leadership for Universal and Targeted Improvement	<p>Hayle Academy is strengthening its provision for disadvantaged learners through the appointment of two Literacy Co-ordinators and a Numeracy Lead Practitioner. These roles will drive evidence-informed practice across the curriculum, with a focus on reading fluency, comprehension, vocabulary, oracy and writing, and peer-led maths coaching.</p> <p>The Literacy Co-ordinators will lead targeted interventions and whole-school strategies based on high-impact approaches identified by the EEF:</p> <ul style="list-style-type: none"> • Reading comprehension strategies (+6 months impact) • Oral language interventions (+6 months) • Phonics (+5 months) • Small group tuition (+4 months) • Reading fluency as a foundation for comprehension and engagement. <p>The Numeracy Lead will implement the EEF's Peer-to-Peer Coaching Maths Model, to improve mathematical understanding, metacognition, and confidence.</p> <p>The literacy roles will incorporate findings from the Oracy Commission's We Need To Talk report (Oct 2024), which highlights the importance of spoken language in learning, particularly for disadvantaged pupils.</p> <p>Intended outcomes:</p> <ul style="list-style-type: none"> • Improve literacy and numeracy outcomes for Pupil Premium students. • Embed high-impact, evidence-based strategies across departments. • Develop pupil confidence, independence, and metacognitive skills through structured coaching and oracy. 	1, 7, 8, 9
Incremental coaching for	To strengthen and maintain consistently high-quality teaching, CPD must be embedded into everyday practice. Hayle Academy's incremental coaching	1, 2, 5, 7, 8, 9

Pedagogical Excellence	<p>programme supports staff through step-by-step development, focusing on manageable improvements, continuous feedback, and confidence building.</p> <p>Delivered via StepLab and shaped by the TPAT Pedagogy Project, the programme uses Walkthrus to target a specific area of teaching each half term. These areas—such as live modelling and oracy—align with whole-school priorities and are selected to maximise impact for all learners, particularly those in receipt of Pupil Premium funding.</p> <p>Intended Impact:</p> <ul style="list-style-type: none"> • Sustain high-quality, evidence-informed pedagogy across the school. • Build teacher expertise through focused, ongoing coaching. • Improve outcomes for disadvantaged students through better classroom delivery. <p><u>Evidence Base:</u></p> <p>To sustain high-quality teaching, CPD must be embedded into daily practice. The Education Endowment Foundation (EEF) identifies high-quality teaching as the most powerful lever for improving outcomes, especially for disadvantaged pupils. Their Guide to the Pupil Premium emphasises that effective teaching is the foundation of any successful strategy to close the attainment gap.</p> <p>The EEF's Effective Professional Development guidance outlines four key mechanisms for impactful CPD: building knowledge, motivating staff, developing techniques, and embedding practice. Incremental coaching—delivered via StepLab and shaped by Walkthrus—aligns closely with these mechanisms by promoting gradual improvement, confidence building, and sustainable change.</p> <p>EEF-funded trials such as the Early Career Support Pilot and Peer-to-Peer Coaching show that coaching models can improve teacher practice and pupil outcomes, particularly when focused on metacognition and deliberate practice.</p> <p>The EEF also highlights that embedded, well-designed CPD improves pupil outcomes and helps close the disadvantage gap. Their Teaching and Learning Toolkit supports this.</p>	
Embedding Digital Transformation for Equity and Impact	<p>Hayle Academy is embedding a Digital Transformation Strategy to ensure equitable access to high-quality learning for all students, particularly those eligible for Pupil Premium funding. This strategy includes a clear pedagogical rationale, targeted CPD for staff, and a focus on improving standards and outcomes through purposeful use of technology.</p> <p>The approach is guided by the EEF's Using Digital Technology to Improve Learning guidance report, which emphasises that technology must be used to enhance teaching, not replace it. Key areas of impact include:</p>	1, 2, 7, 8, 9

	<ul style="list-style-type: none"> • Direct instruction and modelling: Technology can improve the clarity and accessibility of explanations. • Assessment: Digital tools can increase the accuracy and efficiency of formative assessment. • Feedback: Technology can support timely, targeted feedback to address misconceptions. <p>The strategy aligns digital tools with curriculum intent and teaching priorities. CPD will focus on building staff confidence and competence in using technology to support learning, particularly for disadvantaged pupils.</p> <p>EEF guidance report: using digital technology to improve learning with impact through direct instruction (and modelling), assessment and feedback.</p>	
Digital Access – Stylus Provision	<p>Provide a stylus for every student eligible for FSM funding to support equitable access to digital learning across the curriculum. This initiative enhances engagement, supports independent learning, and ensures disadvantaged students can fully participate in technology-enabled teaching.</p> <p>Evidence Base</p> <ul style="list-style-type: none"> • EEF – Using Digital Technology to Improve Learning – Highlights the importance of access to digital tools in supporting learning, especially when combined with effective teaching. • EEF – Metacognition and Self-Regulation – Stylus use can support planning, note-taking, and reflection, key components of independent learning. • EEF – Closing the Digital Divide – Emphasises the need to address digital inequality to improve outcomes for disadvantaged pupils. <p>Intended outcomes</p> <ul style="list-style-type: none"> • Improved access to digital learning and curriculum resources. • Enhanced engagement and independence through active use of technology. • Greater equity in classroom participation and homework completion. 	1, 4, 7, 9
Enhancing Mathematics Curriculum and Pedagogy through Collaborative Planning	<p>Hayle Academy is enhancing its mathematics curriculum and pedagogy by embedding the NCETM Teaching for Mastery principles through a collaborative co-planning model, in partnership with the Cornwall Maths Hub and NRICH. This approach is grounded in the NCETM's Essence of Mathematics Teaching for Mastery, which promotes:</p> <ul style="list-style-type: none"> • Deep conceptual understanding • Coherence and carefully sequenced learning • Mathematical thinking and reasoning • Use of precise language and representations • Fluency and variation to support mastery <p>Teachers will work collaboratively to design lessons that integrate problem-solving strategies from NRICH.</p>	1, 2, 5, 7

	<p>fostering resilience, reasoning, and creativity in mathematical thinking. This work is aligned with the DfE's Teaching Mathematics at Key Stage 3 guidance, which supports coherent progression and secure understanding across the curriculum.</p> <p>The strategy also draws on Ofsted's Coordinating Mathematical Success report, which highlights the importance of:</p> <ul style="list-style-type: none"> • Curriculum coherence • Foundational knowledge • High-quality CPD • Addressing gaps in understanding before progressing <p><u>Intended outcomes:</u></p> <ul style="list-style-type: none"> • Improve mathematical outcomes for disadvantaged learners through mastery-based teaching. • Develop teacher expertise and confidence in delivering high-quality maths lessons. • Foster deep understanding, problem-solving, and mathematical reasoning across all key stages. 	
Curriculum/ Subject leadership for disadvantaged Learners	<p>Curriculum and subject leaders at Hayle Academy play a pivotal role in ensuring disadvantaged students do not fall behind. This is achieved through close monitoring, timely intervention, and the implementation of faculty-level PP strategies that reinforce the delivery of high-quality first teaching. This approach is underpinned by the EEF's Guide to the Pupil Premium, which states:</p> <ul style="list-style-type: none"> • "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." • "Evidence consistently shows the positive impact that targeted academic support can have, particularly when it is aligned with classroom teaching and curriculum." <p>Subject leaders will use data to identify pupils at risk, coordinate targeted support, and ensure that teaching strategies are inclusive, adaptive, and evidence-informed. This includes aligning departmental planning with whole-school priorities and ensuring that interventions are timely, purposeful, and monitored for impact.</p> <p><u>Intended outcomes:</u></p> <ul style="list-style-type: none"> • Strengthen accountability and responsiveness at subject level. • Ensure disadvantaged pupils receive timely support and high-quality teaching. • Embed faculty-level strategies that contribute to whole-school improvement. 	1, 7, 8
Embedding Self-Understanding and Cognitive Learning Strategies	<p>Hayle Academy is embedding self-understanding and cognitive learning strategies as foundational elements of educational success. Staff explicitly support students in receipt of Pupil Premium funding—particularly those approaching exams—in developing metacognitive skills,</p>	1, 5, 7, 8

	<p>effective revision techniques, and learning-to-learn strategies.</p> <p>This approach is guided by the EEF's Metacognition and Self-Regulated Learning guidance report, which shows that metacognitive strategies can lead to +7 to +8 months of additional progress, especially for disadvantaged pupils. Key recommendations include:</p> <ul style="list-style-type: none"> • Teaching metacognitive strategies alongside subject content • Supporting pupils to plan, monitor, and evaluate their learning • Modelling metacognitive thinking and promoting learner independence <p>Additionally, the EEF's Feedback strand highlights that high-quality feedback—focused on task, subject, and self-regulation—can lead to +6 months of progress. This reinforces the importance of formative assessment and reflective learning practices.</p> <p><u>Intended outcomes:</u></p> <ul style="list-style-type: none"> • Equip learners in receipt of Pupil Premium funding with the tools to study effectively and independently. • Improve exam readiness and confidence through explicit teaching of revision and learning strategies. • Foster long-term academic resilience and self-regulation. 	
Behaviour and Rewards Strategy to Motivate and Support Learners in receipt of Pupil Premium funding.	<p>Hayle Academy is embedding a behaviour and rewards system designed to motivate, support, and encourage disadvantaged students, underpinned by consistent routines and positive reinforcement. This system is supported through the Walkthru CPD model, ensuring staff are equipped with practical strategies to promote positive behaviour and engagement.</p> <p>The approach draws on the EEF's Behaviour Interventions evidence, which shows that behaviour strategies can lead to +3 months of progress, particularly when they are:</p> <ul style="list-style-type: none"> • Integrated into regular classroom routines • Tailored to individual needs • Supported by professional development for staff <p>Additionally, the EEF's Improving Behaviour in Schools guidance report recommends:</p> <ul style="list-style-type: none"> • Understanding pupils and their influences • Teaching learning behaviours alongside managing misbehaviour • Using simple, consistent approaches across the school • Ensuring staff have the training and support to implement strategies effectively <p>By aligning behaviour systems with pedagogical CPD, Hayle Academy ensures that positive behaviour is reinforced through high-quality teaching, creating a supportive environment where disadvantaged learners can thrive.</p>	1, 3, 4, 5

	<p>Intended outcomes:</p> <ul style="list-style-type: none"> • Improve engagement, motivation, and self-regulation among disadvantaged students. • Reduce barriers to learning caused by behavioural challenges. • Foster a consistent, inclusive school culture that supports academic success. 	
Monitoring and Supporting Service Children's Attainment and Attendance	<p>Hayle Academy is committed to ensuring that service children make expected progress and feel fully supported within the school community. This includes close monitoring of attendance and attainment compared to the wider school population, and implementing targeted interventions where needed. This approach aligns with the DfE's Service Pupil Premium: Examples of Best Practice, which highlights effective strategies such as:</p> <ul style="list-style-type: none"> • Dedicated pastoral roles (e.g. Service Children Liaison Officers) • Transition support and deployment-sensitive interventions • Emotional wellbeing initiatives and academic mentoring <p>These practices are designed to address the unique challenges faced by service children, including mobility, deployment-related stress, and social-emotional needs. Monitoring ensures that these pupils are not disadvantaged by their circumstances and can thrive academically and personally.</p> <p>Intended outcomes:</p> <ul style="list-style-type: none"> • Ensure service children achieve expected progress and maintain strong attendance. • Provide tailored support that reflects the unique needs of military families. • Strengthen inclusion and wellbeing through proactive pastoral and academic strategies. 	1, 2, 4, 6

Targeted academic support : maximum 25% of budget (for example, tutoring, 1:1 support, structured interventions)

Budgeted Cost: £40,000

Provision	Budget
Small group tuition via Hub provision (Access Facilitator-led)	£10,000
One-to-one tuition for high-need PP students	£10,000

Catch-up strategy implementation (resources, staff time)	£3,000
Revision guides and materials for KS4 students	£5,000
DT curriculum access (ingredients/resources for PP students)	£5,000
Careers intervention programme (DWP-led, academic mentoring elements)	£3,000
QA and work sampling focused on academic standards for PP students	£4,000
Total cost:	£40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and numeracy targeted interventions	<p>Literacy:</p> <ul style="list-style-type: none"> Graduated Reading Interventions: Daily, 6-week cycles led by the Literacy Specialist Tutor for students furthest behind. Based on Read Write Inc. Fresh Start, Lexia and Peer reading. Disciplinary Literacy: Subject-specific reading strategies embedded across the curriculum, including participation in the EEF Geography Reading Programme. <p>Numeracy:</p> <ul style="list-style-type: none"> Small Group Tuition: Targeted support during curriculum time for students below age-related expectations. Personalised interventions based on assessments. Peer-to-Peer Coaching: Participation in the EEF Mathematics Peer Coaching Programme, supporting collaborative learning and mathematical reasoning. <p><u>Evidence Base</u></p> <p>Improving Literacy in Secondary Schools EEF – EEF Guidance Report</p> <p>Reading comprehension strategies EEF – EEF Toolkit</p> <p>Phonics – EEF Toolkit EEF blog: Phonics - mastering the basics of reading EEF Read Write Inc. Phonics and Fresh Start - trial EEF</p> <p>Oral Language Interventions – EEF Toolkit</p> <p>Small Group Tuition – EEF Toolkit EEF blog: Teaching reading - Embedding comprehension strategies EEF</p> <p>David Didau: Why 'just reading' might make more of a difference than teaching reading – David Didau</p> <p><u>Intended Outcomes</u></p>	1, 2, 4, 7, 8

	<ul style="list-style-type: none"> • Accelerated progress in reading age and mathematical fluency for disadvantaged students. • Improved comprehension, vocabulary, and reasoning through targeted literacy and numeracy support. • Increased engagement with reading and collaborative maths learning. • Reduction in the number of PP students below age-related expectations in English and Maths. • Strengthened disciplinary literacy across subjects. 	
Online learning packages	<ul style="list-style-type: none"> • Sparx Maths: Adaptive homework and revision platform that supports independent learning, consolidates key mathematical knowledge, and tracks engagement and progress. • Language Gym: Interactive language learning platform that reinforces vocabulary, grammar, and comprehension in MFL through retrieval-based practice. <p>These platforms are used to: support home learning and revision; reinforce curriculum content; provide targeted practice for disadvantaged students; increase engagement and confidence in core subjects.</p> <p>Evidence base Homework – EEF Teaching & Learning Toolkit Digital Technology – EEF Toolkit Using Digital Technology to Improve Learning – EEF Guidance Report EEF Blog: Homework – What Does the Evidence Say?</p>	1, 4, 6, 7, 8
Year 11 Revision Support Programme	<p>Targeted After-School Revision Programme: Structured sessions for Year 11 students focused on closing specific knowledge gaps in publicly examined subjects.</p> <p>Designed to remove barriers to attainment at all levels and support students who may struggle to revise effectively at home. Sessions prioritise exam technique, retrieval practice, and personalised academic support.</p> <p>These approaches are shown to be particularly effective when: tuition is targeted at specific learning gaps; delivered by trained staff; integrated with classroom teaching and curriculum content.</p> <p>Evidence base One to One Tuition – EEF Teaching & Learning Toolkit Small Group Tuition – EEF Teaching & Learning Toolkit</p> <p>Intended Outcomes</p> <ul style="list-style-type: none"> • Accelerated progress for disadvantaged Year 11 students in core subjects. • Improved confidence and preparedness for GCSE exams. • Reduction in gaps in knowledge and skills that hinder progress and outcomes. • Increased engagement with revision and independent study. • Evidence of impact through assessment data, attendance tracking, and student feedback. 	1, 5

<p>ASDAN My Independence Award</p>	<ul style="list-style-type: none"> ASDAN My Independence Award is delivered to a small cohort of highly vulnerable students, including those with complex needs and significant barriers to engagement. The programme focuses on developing essential life skills, personal development, and independence, supporting students to build confidence, resilience, and social interaction. It is designed to complement academic provision by addressing wider developmental needs and preparing students for life beyond school. <p>Evidence Base</p> <ul style="list-style-type: none"> Social and Emotional Learning – EEF Teaching & Learning Toolkit Essential Life Skills – EEF Evidence Review <p>These approaches are shown to:</p> <ul style="list-style-type: none"> Support improved self-regulation, decision-making, and interpersonal skills. Contribute to academic progress through enhanced engagement and wellbeing. Be particularly impactful for disadvantaged and vulnerable learners when embedded in a supportive school ethos. <p>Intended Outcomes</p> <ul style="list-style-type: none"> Improved confidence, self-esteem, and independence for vulnerable students. Enhanced social and emotional skills, including communication and resilience. Increased engagement with school and readiness for post-16 pathways. Reduction in behavioural incidents and improved attendance. Evidence of impact through student portfolios, staff feedback, and progress tracking. 	<p>1, 4, 5, 6</p>
<p>Forest School Nurture Intervention (Years 7 & 8)</p>	<ul style="list-style-type: none"> Forest School Nurture Programme: Delivered by the Outdoor Learning Co-ordinator, this intervention supports disadvantaged and vulnerable students in Years 7 and 8. Weekly sessions in natural environments focus on emotional wellbeing, confidence, self-belief, and positive relationships. Activities are designed to promote resilience, independence, and engagement with learning through experiential, nature-based education. <p>Evidence Base</p> <ul style="list-style-type: none"> Social and Emotional Learning – EEF Teaching & Learning Toolkit Essential Life Skills – EEF Evidence Review Forest School Longitudinal Study – McCree, Cutting & Sherwin: Demonstrates increased emotional resilience, self-regulation, and academic progress in disadvantaged children. Garden & Downes Systematic Review of Forest School Literature: Highlights Forest School's impact on wellbeing, learning, and personal development. 	<p>1, 2, 3, 6, 7</p>

	<ul style="list-style-type: none"> • Forest Research (Defra): Impact of Forest Schools: Identifies improvements in confidence, emotional wellbeing, and social skills. <p>Intended Outcomes</p> <ul style="list-style-type: none"> • Improved emotional wellbeing, confidence, and self-esteem for vulnerable students. • Strengthened social skills, resilience, and self-regulation. • Increased engagement with school and readiness to learn. • Reduction in behavioural incidents and improved attendance. • Evidence of impact through student voice, staff observations, and wellbeing tracking. 	
1:1 Support for Service Students	<ul style="list-style-type: none"> • Targeted 1:1 Support: Delivered by the Military Youth Worker, this provision offers personalised pastoral and emotional support to students from service families. • Sessions focus on wellbeing, transition, deployment-related challenges, and building resilience. • Designed to ensure service students feel supported, understood, and able to thrive academically and socially. <p>Evidence Base</p> <ul style="list-style-type: none"> • Service Pupil Premium: Examples of Best Practice – GOV.UK <p>This DfE guidance highlights 1:1 pastoral support as a recognised example of best practice in supporting service children, particularly in relation to:</p> <ul style="list-style-type: none"> • Emotional wellbeing during parental deployment. • Transition between schools due to mobility. • Strengthening relationships between school, families, and the armed forces community. <p>Intended Outcomes</p> <ul style="list-style-type: none"> • Improved emotional wellbeing and resilience for service students. • Stronger relationships between school and service families. • Increased engagement and academic progress. • Reduced impact of mobility and deployment on learning. 	1, 2, 4, 6

Wider strategies: maximum 25% of budget (for example, related to attendance, behaviour, wellbeing)

Budgeted Cost: £40,000

Provision	Budget
Attendance strategy implementation (staff time, EWO deployment, catch-up)	£12,000
Mental Health Strategic Plan (Team Around the School, trainee counsellors)	£5,000
Pastoral support for military students (targeted interventions, wellbeing resources)	£2,000

Outdoor Learning provision (staffing, CPD, site development)	£7,000
Universal Breakfast Programme (pilot phase: staffing, food, logistics)	£1000
Employability & careers intervention (DWP-led programme support)	£3,000
Quality assurance activities (staff time, StepLab, SISRA Analytics data tools)	£8000
Staff release time, transport (minibus hire), and inclusion support costs to enable targeted students to fully participate in the Tate St Ives programme.	£2000
Total cost:	£40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Tiered Strategy led by Attendance Team	<p>Embed the school's attendance policy and tiered procedures, deploying Pastoral Leaders, tutors, Attendance Officer, Inclusion Lead and EWO to target and support disadvantaged students. Monitor data weekly, intervene early, and engage families to reduce persistent absence. Ensure consistent implementation of classroom catch-up strategies to maximise access to high-quality teaching.</p> <p>Evidence Base</p> <ul style="list-style-type: none"> • DfE (2015) – The Link Between Absence and Attainment • EEF – The Pupil Premium Guide • DfE (2022) – Working Together to Improve School Attendance <p>Intended outcomes</p> <ul style="list-style-type: none"> • Improved attendance and reduced persistent absence, enabling consistent access to high-quality teaching. • Accelerated progress through embedded catch-up strategies that close gaps caused by missed learning. • Stronger engagement and wellbeing through early, targeted pastoral support and family involvement. 	2, 1, 4, 5
Access Facilitator – Hub Provision for Vulnerable PP Students	<p>Designated staff member coordinates Hub provision to support a small cohort of highly vulnerable students who are in receipt of Pupil Premium funding. Focus on increasing attendance and reducing suspensions/exclusions through tailored support, and close pastoral oversight.</p> <p>Evidence Base</p> <ul style="list-style-type: none"> • EEF – Small Group Tuition – Effective for accelerating progress in targeted cohorts. • EEF – Behaviour Interventions – Can reduce challenging behaviour and improve engagement. 	1, 2, 3, 4, 7

	<ul style="list-style-type: none"> • EEF – One-to-One Tuition – High impact for pupils needing intensive support. <p><u>Intended outcomes</u></p> <ul style="list-style-type: none"> • Improved attendance and reduced suspensions/exclusions through personalised support and structured provision. • Accelerated progress via targeted small group and one-to-one tuition. • Improved engagement and behaviour through consistent adult relationships and tailored interventions. 	
Removing Barriers to Curriculum and Enrichment Access	<p>Provide financial support to disadvantaged students to access the full curriculum and wider opportunities. This includes: DofE programme, DT ingredients/resources, revision materials, transport, enrichment activities (e.g. Broad Horizons), trips and visits, and pre-loved uniform.</p> <p><u>Evidence Base</u></p> <ul style="list-style-type: none"> • EEF – <i>Small Group Tuition</i> – Supports progress when access to learning is targeted. • EEF – <i>Behaviour Interventions</i> – Promotes engagement and participation. • EEF – <i>One-to-One Tuition</i> – Effective when tailored to individual needs and barriers. <p><u>Intended outcomes</u></p> <ul style="list-style-type: none"> • Improved attendance and engagement through reduced financial and practical barriers. • Increased participation in enrichment and cultural capital-building experiences. • Enhanced sense of belonging and aspiration through inclusive access to opportunities. 	1, 2, 4, 5, 6, 7
Outdoor Learning – Forest School Model	<p>Outdoor Learning Co-ordinator leads nurture-based Forest School provision, including CPD and development of the physical setting. Provision targets emotional wellbeing, confidence, and engagement for disadvantaged students through regular, structured outdoor experiences.</p> <p><u>Evidence Base</u></p> <ul style="list-style-type: none"> • Forest Research (Defra) – Impact of Forest Schools on Young Children – Highlights gains in confidence, emotional wellbeing, and self-belief. • Garden & Downes (2021) – Systematic Review of Forest School Literature – Identifies key themes including wellbeing, learning, and relationships. • McCree, Cutting & Sherwin (2018) – Forest School and Emotional Wellbeing – Longitudinal study showing improved resilience, self-regulation, and academic outcomes. <p><u>Intended outcomes</u></p> <ul style="list-style-type: none"> • Improved emotional wellbeing and self-confidence through regular outdoor nurture provision. • Enhanced engagement and relationships via experiential learning and trusted adult support. • Positive contribution to attendance and readiness to learn, especially for vulnerable cohorts. 	1, 2, 3, 6, 7
Mental Health Strategic Plan	<p>Deliver the school's Mental Health Strategic Plan, including the Team Around the School event to signpost external support and the introduction of trainee school counsellors. Provision aims to improve wellbeing, reduce suspensions/exclusions, and support attendance for disadvantaged students.</p>	1, 2, 3, 4

Implementa tion	<p><u>Evidence Base</u></p> <ul style="list-style-type: none"> • GOV.UK – The Link Between Pupil Health and Wellbeing and Attainment – Strong correlation between mental health, attendance, and academic outcomes. • GOV.UK – Education for Wellbeing Programme Findings – Evaluates impact of mental health interventions in schools on pupil wellbeing and behaviour. <p><u>Intended outcomes</u></p> <ul style="list-style-type: none"> • Improved attendance and reduced exclusions through early identification and support. • Enhanced emotional wellbeing via access to trained counsellors and signposted services. • Greater engagement and readiness to learn through a whole-school approach to mental health. 	
KS4 Employabilit y & Careers Intervention (DWP-led)	<p>Targeted careers programme for KS4 students at risk of exclusion or withdrawal, delivered in partnership with the Department for Work and Pensions (DWP). Focus on employer engagement, careers education, and development of self-regulation and metacognitive skills.</p> <p><u>Evidence Base</u></p> <ul style="list-style-type: none"> • EEF – Metacognition and Self-Regulation – High impact (+8 months) when pupils are taught to plan, monitor and evaluate their learning. • EEF – Guidance Report on Metacognition – Effective strategies for developing learner independence and motivation. • EEF – Careers Education and Employer Engagement – Supports aspiration, engagement, and post-16 progression. <p><u>Intended outcomes</u></p> <ul style="list-style-type: none"> • Improved engagement and reduced exclusions through meaningful, future-focused intervention. • Enhanced self-regulation and motivation via metacognitive skill development. • Raised aspirations and employability through direct employer involvement and careers guidance. 	1, 2, 3, 4, 5
Focused Careers & Post-16 Transition Support	<p>Targeted careers and transition support ensures all disadvantaged students are enrolled in appropriate Post-16 provision by the end of Year 11. Support includes personalised guidance, employer engagement, and signposting to vocational and academic pathways.</p> <p><u>Evidence Base</u></p> <ul style="list-style-type: none"> • EEF – Employer Engagement in Education – Improves pupil outcomes, aspirations, and understanding of career pathways. • EEF – Careers Education Review – Highlights the impact of structured careers education on motivation and attainment. • Gatsby – Good Career Guidance Benchmarks – Framework for effective careers provision linked to improved destinations and engagement. <p><u>Intended outcomes</u></p> <ul style="list-style-type: none"> • Improved Post-16 progression through personalised careers guidance and transition planning. • Raised aspirations and motivation via employer engagement and exposure to future pathways. 	1, 2, 3, 4, 5

	<ul style="list-style-type: none"> Reduced NEET risk through early intervention and structured support. 	
KS4 Mentoring via House System (Target 21)	<p>Targeted small group mentoring for Y11 students who are eligible for PP funding (Target 21) delivered by House Systems Leader and supported by House Leads and Deputy SENDCo. Focus on building relationships, resilience, and engagement for students at risk of underachievement or exclusion.</p> <p>Evidence Base</p> <ul style="list-style-type: none"> EEF – Mentoring – Can support confidence, behaviour, and aspirations, with moderate impact (+2 months). EEF – Tiered Model and Menu of Approaches – Mentoring identified as a targeted support strategy within the wider PP framework. <p>Intended outcomes</p> <ul style="list-style-type: none"> Improved engagement and behaviour through trusted adult relationships and regular support. Reduced risk of exclusion via early intervention and pastoral mentoring. Increased confidence and aspiration through consistent encouragement and goal-setting. 	1, 2, 4, 5, 6
Quality Assurance – Curriculum Consistency for PP Students	<p>Implement themed learning walks and work sampling focused on disadvantaged students to ensure consistency of support and high standards across all curriculum areas. Regular, calendared evaluation of learning experiences ensures expectations remain high.</p> <p>Evidence Base</p> <ul style="list-style-type: none"> EEF – High-Quality Teaching – The most effective lever for improving outcomes, especially for disadvantaged pupils. EEF – Implementation Guidance Report – Emphasises structured, sustained approaches to school improvement. EEF – Closing the Disadvantage Gap Toolkit – Highlights the importance of consistent, high expectations and feedback for disadvantaged learners. <p>Intended outcomes</p> <ul style="list-style-type: none"> Improved consistency and quality of teaching across subjects and staff. Raised expectations and outcomes for disadvantaged learners. Greater equity in learning experiences through focused monitoring and support. 	1, 3, 5, 7, 8
Pastoral Support for Military Students	<p>Prioritised support from the pastoral team, including the Senior Mental Health Lead and TIS practitioners, for military students during challenging times such as mobility or parental deployment. Provision includes access to mental health support and signposting through the Team Around the School model.</p> <p>Evidence Base</p> <ul style="list-style-type: none"> GOV.UK – Service Pupil Premium: What You Need to Know – Funding designed to provide pastoral support during deployment and mobility. GOV.UK – Service Pupil Premium: Examples of Best Practice – Highlights effective strategies for supporting service children's wellbeing and integration. <p>Intended outcomes</p> <ul style="list-style-type: none"> Improved emotional wellbeing and resilience during periods of family transition or separation. 	1, 2, 3, 4, 6

	<ul style="list-style-type: none"> • Reduced exclusions and improved attendance through timely, targeted pastoral support. • Stronger relationships and engagement via consistent adult support and signposted services. 	
Young People's Programme with Tate St Ives (Mildred Project)	<p>A small group of students in Year 10 - who are in receipt of Pupil Premium funding, identified as benefiting from enhanced support in confidence, creativity, transferable skills, and mental health and wellbeing. This programme engages students in a sustained creative partnership with Tate St Ives, offering immersive experiences in visual arts, co-creation, and cultural dialogue. Students participate in workshops, exhibitions, and collaborative projects that foster self-expression, critical thinking, and personal growth.</p> <p>Evidence Base</p> <ul style="list-style-type: none"> • DCMS Evidence Summary Report (2020) Arts engagement improves wellbeing, supports emotional development, and builds transferable skills such as communication and collaboration. • Arts Council England – Creative Health & Wellbeing Creative activity is linked to improved mental health, resilience, and a stronger sense of identity and belonging. <p>Intended Outcomes</p> <ul style="list-style-type: none"> • Improved confidence, creativity, and emotional wellbeing. • Development of transferable skills including communication and collaboration. • Increased cultural capital and aspiration among targeted students. 	1, 2, 3, 9
Universal Breakfast Programme Exploration	<p>Explore options to implement a funded, universal breakfast programme to support disadvantaged students. Aims include improving attendance, punctuality, readiness to learn, and overall wellbeing.</p> <p>Evidence Base</p> <ul style="list-style-type: none"> • EEF – Rapid Evidence Assessment: Free School Breakfast Provision – Highlights positive impact on attendance, punctuality, behaviour, and attainment. • EEF – National School Breakfast Programme Evaluation – Demonstrates benefits for disadvantaged pupils in terms of engagement and readiness to learn. <p>Intended outcomes</p> <ul style="list-style-type: none"> • Improved attendance and punctuality through consistent morning routines. • Enhanced readiness to learn and concentration during lessons. • Better wellbeing and behaviour through access to nutritious food and structured start to the day. 	1, 2, 3, 4, 7, 8

2025-2026 - Total budgeted cost: £221,791

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium activity had on pupils in the academic year.

TPAT KPIs	Outcomes 2025	Outcomes 2024																																																																																																														
Attendance	92%	91.5%																																																																																																														
FSME6 Attendance	88.1%	88.2%																																																																																																														
Persistent Absence	24.8%	32.5%																																																																																																														
FSME6 Persistent Absence	45.05%	48.94%																																																																																																														
KS4 Basics 5+	33%	39%																																																																																																														
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KS4 Basics 4+	58%	60%																																																																																																														
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Post 16 Destinations	Not yet available	2.4% (2 students) in 2024																																																																																																														
Suspension Rate (per 100 pupils)	19.4% Autumn: 8.74% Spring: 6.2% Summer: 4.45%	<div>COHORT DATA</div> <table><thead><tr><th></th><th>AUTUMN</th><th>SPRING</th><th>SUMMER</th><th>YTD</th></tr></thead><tbody><tr><td>All</td><td>8.74</td><td>6.20</td><td>4.45</td><td>19.40</td></tr><tr><td>Susp Count</td><td>53</td><td>28</td><td>28</td><td>122</td></tr><tr><td>Male</td><td>9.31</td><td>5.25</td><td>2.48</td><td>17.05</td></tr><tr><td>Susp Count</td><td>32</td><td>17</td><td>9</td><td>57</td></tr><tr><td>Female</td><td>7.84</td><td>7.52</td><td>6.54</td><td>21.90</td></tr><tr><td>Susp Count</td><td>24</td><td>29</td><td>29</td><td>82</td></tr><tr><td>PP</td><td>20.00</td><td>17.44</td><td>9.72</td><td>46.15</td></tr><tr><td>Susp Count</td><td>38</td><td>24</td><td>17</td><td>79</td></tr><tr><td>SEN</td><td>19.35</td><td>14.19</td><td>2.58</td><td>36.13</td></tr><tr><td>Susp Count</td><td>30</td><td>22</td><td>4</td><td>56</td></tr></tbody></table> <div>TERMINAL INSIGHTS 2023-2024</div> <table><thead><tr><th></th><th>AUTUMN</th><th>SPRING</th><th>SUMMER</th><th>YTD</th></tr></thead><tbody><tr><td>All</td><td>8.74</td><td>6.20</td><td>4.45</td><td>19.40</td></tr><tr><td>Susp Count</td><td>53</td><td>28</td><td>28</td><td>122</td></tr><tr><td>Male</td><td>9.31</td><td>5.25</td><td>2.48</td><td>17.05</td></tr><tr><td>Susp Count</td><td>32</td><td>17</td><td>9</td><td>57</td></tr><tr><td>Female</td><td>7.84</td><td>7.52</td><td>6.54</td><td>21.90</td></tr><tr><td>Susp Count</td><td>24</td><td>29</td><td>29</td><td>82</td></tr><tr><td>PP</td><td>20.00</td><td>17.44</td><td>9.72</td><td>46.15</td></tr><tr><td>Susp Count</td><td>38</td><td>24</td><td>17</td><td>79</td></tr><tr><td>SEN</td><td>19.35</td><td>14.19</td><td>2.58</td><td>36.13</td></tr><tr><td>Susp Count</td><td>30</td><td>22</td><td>4</td><td>56</td></tr></tbody></table>		AUTUMN	SPRING	SUMMER	YTD	All	8.74	6.20	4.45	19.40	Susp Count	53	28	28	122	Male	9.31	5.25	2.48	17.05	Susp Count	32	17	9	57	Female	7.84	7.52	6.54	21.90	Susp Count	24	29	29	82	PP	20.00	17.44	9.72	46.15	Susp Count	38	24	17	79	SEN	19.35	14.19	2.58	36.13	Susp Count	30	22	4	56		AUTUMN	SPRING	SUMMER	YTD	All	8.74	6.20	4.45	19.40	Susp Count	53	28	28	122	Male	9.31	5.25	2.48	17.05	Susp Count	32	17	9	57	Female	7.84	7.52	6.54	21.90	Susp Count	24	29	29	82	PP	20.00	17.44	9.72	46.15	Susp Count	38	24	17	79	SEN	19.35	14.19	2.58	36.13	Susp Count	30	22	4	56
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
Articulary	NSSW
Read Write Inc.	OUP

Y10 mentoring	NSSW
Scholars Programme	The Brilliant Club
Duke of Edinburgh Award	Duke of Edinburgh
Drug Education	We Are With You (Yzup)
Healthy Eating	Cornwall Council
ASDAN	ASDAN