

Pupil premium strategy statement

Cusgarne Primary School

2025 - 2026

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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
Number of pupils in school	41
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/2026 – 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Tim Barnard Head Of School
Pupil premium lead	Marie Turner SENDCo
Governor / Trustee lead	Claire Hains, lead for SEN/disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,045.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£20,045.00

Part A: Pupil premium strategy plan

Statement of intent

For disadvantaged pupils at Cusgarne Primary School, the ultimate aim is to ensure their needs are identified and fully met. This includes their social and emotional needs, which in turn will allow pupils to make good progress with their learning and achieve their personal excellence.

Timely support, whether it is academic or emotional, is offered by highly trained staff. Our approach is flexible, depending on an individual child's needs. We work hard to establish good relationships with parents and carers to ensure we can offer support when necessary.

Our key-principles are to:

- ✚ Ensure that teaching and learning opportunities meet the needs of all pupils.
- ✚ Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- ✚ Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- ✚ Identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers which in turn impacts their development as readers.
3	Assessments, observations, and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with maths,

	particularly number than their peers, this negatively impacts their ability to become fluent, confident mathematicians.
4	Our observations and discussions with pupils and families have identified social and emotional health issues for many pupils, notably due to resilience and a lack of enrichment opportunities undertaken. These challenges particularly affect disadvantaged pupils, including their attainment and teacher referrals for support from our TIS Practitioner has markedly increased.
5	Gaps in learning and key skills are identified and filled, to raise the confidence of PP children. This will have a specific focus on reading and maths.

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
Improve oral language skills and vocabulary among disadvantaged pupils. The Reception Baseline Assessment informs intervention groups.	Improved speaking and listening skills for children in class, reflected in their academic progress.
Improved reading attainment among disadvantaged pupils.	Data will show that more than 80% of disadvantaged pupils will meet the expected standard.
Improved maths attainment for disadvantaged pupils.	Data will show that more than 80% of disadvantaged pupils will meet the expected standard.
Children's emotional needs have been supported through a whole school TISUK approach, targeted interventions for individual pupils and group emotional support.	Increased emotional regulation, learning engagement and progress.
Additional support for individual children, to ensure gaps in learning and key skills are addressed. Pupils who are double disadvantaged or triple disadvantaged, for example are also SEND or vulnerable are also monitored and given additional support.	Progress accelerated. Gap between PP and non-PP is reduced.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils access quality first teaching. Appropriate training to be accessed by staff.	Large body of research evidence that quality first teaching has a major impact on pupils' progress and has the most impact on the most disadvantaged pupils.	1,2,3,4,5
To ensure that our school growth mindset culture continues to be embedded throughout the school, including class displays. Staff model growth mind-set and refer to display and pupils use growth mind-set language.	Promoting growth mindset is an effective strategy to use to support effective learning particularly for disadvantaged pupils.	1,2,3,4,5
Upskill support staff with appropriate approaches and pedagogy to enable delivery of targeted teaching interventions.	EEF – research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months progress.	1,2,3,4,5
Comprehensive training in validated phonics scheme – ensure that Little Wandle - a DfE validated Systematic Synthetic Phonics programme is taught with fidelity, monitored closely and pupils making below expected progress are identified in target setting meetings. Pupils who did not pass, or who have SEND receive catch up sessions. Provide training for new staff on the programme. Ensures SSP lessons are of the highest standard to reduce the	EEF – phonics has high impact for very low cost, based on very extensive evidence - +5months. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore	1,2,4,5

number of pupils who need extra support.	improve decoding skills more quickly for pupils who have experienced these barriers to learning. EEF Phonics	
Continue to build upon the enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Continue to embed multiplication facts across the school using resources such as Number Sense and TTRockstars. Teachers will continue to work with the Maths Lead to develop strategies to develop fluency and confidence in all children.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. Maths guidance KS1 and KS2 The EEF guidance is based on a range of the best available evidence. Improving Maths in KS2 and KS3	3,4,5

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

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils who are identified as having below age-related expectations especially in language and communication are well supported to make accelerated progress.	Use of EEF toolkit (and research findings shared by Ofsted and Sir John Dunmore publications) identified this as a high impact – low cost strategy. It has also been noted by EEF that those starting school in Autumn 2024 needed more support with communication and language development as a result of lockdown. Strategies used to include: early intervention, oral language interventions such as 'We Thinkers' and phonics. EEF Oral Language Interventions	1, 2,5

Use of Little Wandle SSP assessment to identify immediately pupils falling behind. Extra daily practice for pupils falling behind. Engage the support of parents, where appropriate, PP reading monitored in school through reading records.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. Reading is a key focus within our school and SDP and challenging high attaining pupils is a focal point of this. EEF Phonics	1, 2, 5
Renew the Nesy Reading and Spelling Programme as a targeted intervention specific to pupils' individual needs.	Nesy Reading and Spelling is based upon the Orton-Gillingham and structured literacy methodology which follows the Science of Reading (methods or approaches to reading that have been proved through research). It begins with the foundational skills of phonological awareness and phonemic awareness using explicit instruction with structured, systematic, synthetic phonics. National Reading Panel Report 2000 EEF Phonics The Reading Framework July 2021	2,4,5
High quality, purposeful, focused support to develop pupils skills in reading, writing and maths. Identify children in new classes and interventions to be planned by class teachers.	EEF - research evidences high quality one to one support that is purposeful and focused has a high impact upon raising attainment. TAs delivering targeted interventions show consistent positive impact on progress and attainment. One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Number Sense	This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception and KS1 to support success in the future. Maths guidance KS1 and KS2	

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

Budgeted cost: £2,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
To meet the emotional needs of PP pupils, to effectively support high levels of engagement with learning and a positive impact on outcome. Whole school and targeted TISUK intervention using Boxall as an assessment tool. Bespoke nurture groups provided to support emotional wellbeing and engagement with learning for identified pupils.	TISUK is recognised as an effective tool supporting emotional resilience which is a skill that some disadvantaged pupils require support with. Research evidences the positive impact on wellbeing of outdoor learning and social and emotional interventions. EEF Social and Emotional Learning TIS UK	4,5
Whole staff training (Inset day) on behaviour management and building resilience	Both targeted interventions and universal approaches can have positive overall effects:	4

approaches with the aim of developing our school ethos and improving behaviour and resilience across the school. Implement tighter recording of incidents in order to pre-empt/solve disputes between children – using MyConcern to record incidents – this allows us to see when incidents occur and put strategies in place to support pupils.	Behaviour interventions EEF (educationendowmentfoundation.org.uk) Teaching resilience in schools and fostering resilient learners	
PP pupils benefit from enrichment activities for example: sports, theatres and museums.	Pupils are given opportunities they would not otherwise receive to further develop their character/citizenship, experiencing a vast array of curricular trips and visits within the local community and beyond. This helps them to fulfil their potential and raise aspiration through wider opportunities and supports in fostering a strong, shared sense of pride in belonging to an aspirational school community.	2, 4,5
Raise aspiration, expectations and cultural capital of pupils and parents/carers of PP pupils. Access opportunities from providers e.g Falmouth University. Provide inspiration for future career paths by direct contact with a range of employed personnel.	To raise aspiration of parents and pupils by ensuring they are aware of local opportunities to access further education/degree level and vocational courses. Every pupil is involved in an annual Careers Day where a diverse range of parent/carer employed members share their experience and passion for their chosen career path.	4, 5

Total budgeted cost: £20,045

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 2024 to 2025 academic year.

In 2024-2025 pupil premium pupils have been monitored on an individual basis, with their provision tailored to meet their needs.

An analysis of the data identified that this must be maintained, in order to ensure that the gap between the progress of PP pupils and non PP pupils continues to narrow as does the progress of our other vulnerable pupils e.g. those who do not quite fall within the PP criteria.

Progress against intended outcomes:

 Improve oral language skills and vocabulary among disadvantaged pupils:
Teachers to continue to create language rich environments and model this when speaking and modelling shared writing opportunities.
Oracy now plays a huge part in every lesson, across the curriculum, taking time to talk, discuss and explain and giving children the time to think and share ideas and knowledge. This has seen a huge impact on our younger children who have joined our school who had relatively low spoken language skills when they joined us as well as building upon current language skills. The purchase of 'The Write Stuff' has proved beneficial as we have seen more children gaining GDS at the end of KS2 in their writing and we will continue to embed and develop this over the next year.

 Improved reading attainment among disadvantaged pupils:
Through quality first teaching and the purchases of Nessy and Little Wandle phonics these have supported children to make progress in reading this year and we will continue to subscribe to Nessy indefinitely. Children who were falling behind were identified and received additional phonic support – this will remain ongoing.

 Improved maths attainment for disadvantaged pupils at the end of KS2:
Through quality first teaching and deployment of adults, children have received high quality one to one or small group targeted interventions and this has seen an increase in children's understanding of number.



To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils:

Whole school training delivered by SENDCo who also provided additional sessions when required, adapting to the needs of the children and also supported them with successful transitions to their secondary schools.

Forest school continued to be successful as was the after school club that was offered to both KS1 and KS2 with a large number of KS2 pupils attending. The use of outside agency 'Dreadnought' has been especially vital to 2 pupils within our school community and we will continue to work with them in the coming year.

Externally provided programmes

Programme	Provider
Mental Health Support for children in crisis	Dreadnought
Trauma Informed Schools	Trauma Informed Schools
Little Wandle	Little Wandle
Nessy Reading and Spelling	Orton-Gillingham
White Rose Maths	White Rose Maths
Number Sense	Number Sense Maths Ltd

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	TIS Practitioner continued to support the emotional wellbeing of our service children especially when parents were deployed. Gaps of knowledge identified, and targeted interventions delivered by support staff to those pupils who needed it.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children, especially when parents were deployed. Assessments demonstrated progress in subject areas where extra support was provided.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

-  embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
-  offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, and aspirations. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, pupils, and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies, and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic advantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.