



Pupil Premium Strategy Statement – 2025/6

(Three Year Plan 2024-2027)

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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
School name	Landulph Primary School
Number of pupils in school	57
Proportion (%) of pupil premium eligible pupils	16% (9 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	December '25
Date on which it will be reviewed	July '26
Statement authorised by	Karen Ball, Headteacher
Pupil premium lead	Karen Ball, Headteacher
Governor / Trustee lead	Linda Hobley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,287
Pupil premium funding carried forward from previous years	£1,861.67
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	£18,148.67



Part A: Pupil Premium Strategy Plan

Statement of intent

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

High-quality teaching is therefore at the core of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils at Landulph. Our approach is responsive to the common challenges we experience and individual needs. This is rooted in well-established diagnostic assessments and not assumptions about the impact of disadvantage.

We truly believe that in order for all children to achieve their full potential there needs to be a holistic approach to teaching and learning. We treat each and every child as an individual and are fully committed to ensuring they have every opportunity to thrive and succeed. We place a huge importance on the social and personal development of children as without this, academic development will never be fully realised.

We have a good track record of supporting pupils who need that support the most and we will continue to target this funding at areas of disadvantage to ensure that all children can achieve. We are continuously driving for improvement.

As a fundamental part of our vision and values we believe in giving children a curriculum and additional experiences that give them a thirst for more and an understanding of the value of their own education.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- build on our whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all" plan for support.



Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health is an area where we have continued year on year to see a rise in need, with the breadth/complexity of need increasing. Emotionally children are not equipped to be able to access learning. Anxiety/school refusal is one of the key contributory factors for those children who are persistently absent.
2	<p>There has been an increase in our disadvantaged pupils who have been 'persistently absent' compared to their peers during 2023-24. Our assessments and observations indicate that this is negatively impacting disadvantaged pupils' progress. Generally disadvantaged attendance is approximately 2% below their peers.</p> <p>Addition 25-26 - Those pupils within the attendance band 90-95%. This is the group that national research suggests intervention appears to have the most impact and looking at 3-year trends has been our largest group of children.</p>
3	The attainment of disadvantaged pupils has high variance throughout the school and is linked closely to the % of disadvantaged pupils who also have a special educational need. Of our disadvantaged children, 44% of them have identified SEND needs, with 11% having an EHCP.
4	Exposure and engagement in wider curriculum opportunities – for example the involvement of our disadvantaged children in extracurricular activities, wraparound care, enrichment activities, music lessons, trips
5	Access to crucial external support is becoming increasingly tricky or you face long waiting lists due to high demands on services, so we are continually having to evolve the support and intervention we provide in school to support the growing complexity of needs within school.
6	Parent Partnership – engaging with those hard to reach families

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 (by 2027)
Improved attendance	The gap in attendance between disadvantaged children and their peers will have narrowed. The percentage of all pupils who are persistently absent will be below 10% and the figure amongst disadvantaged pupils being no more than 2% lower than their peers.



<p>Improved outcomes</p>	<p>Internal data demonstrates disadvantaged children are making expected or better than expected progress</p> <p>National data (EYFS, Y1 Phonics, Y4 MTC and KS2 SATS) outcomes demonstrate that year on year, there is an increase in disadvantaged pupils meeting the expected standard</p> <p>The gap between disadvantaged and non-disadvantaged children will therefore be narrowing</p>
<p>Sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing will be demonstrated by:</p> <ul style="list-style-type: none"> ➤ qualitative data from student voice, student and parent surveys and teacher observations ➤ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>Children experiencing specific and high-level SEMH needs are supported with individualised intervention; referrals to wider agencies are made where specialist support is needed.</p>	<ul style="list-style-type: none"> ➤ Children experiencing challenge are able to access early support within the school setting ➤ Engagement with a wider range of services to support pupil need ➤ Referrals to wider agencies are timely ➤ Attendance and behaviour concerns for children with SEMH needs are minimised



Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,155

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of an ambitious curriculum</p> <p>Use of incremental coaching</p> <p>Coaching / training from external agencies</p>	<p>Ensuring a high quality of education is provided to all - including the most disadvantaged - through recruitment and retention.</p> <p>Provision of QFT – at least good teaching in all classes every day (incremental coaching fostering professional growth of teachers and leaders)</p> <p>https://www.ambition.org.uk/research-and-insight/incremental-coaching-accelerates-teacher-development-report-finds/#:~:text=It%20finds%20that%2071%25%20of,had%20benefitted%20from%20incremental%20coaching.</p> <p>Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving.</p> <p>(For example our partnership with Kernow English hub & RWI, engagement in the Mastering Number Programme at Reception and KS1 and regular opportunities for CPD</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>(EEF +5months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Culture of high expectations, staff forming strong relationships with pupils and building expertise of individual pupil need. Also, the use of live marking and feedback.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>(EEF +6months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>1, 2 & 3</p>
<p>Investment in professional development</p>	<p>Engagement in NPQ's, RWI Reading Lead training, RWI CPD for all staff, Maths Mastery training for all teaching staff, access to the RWI portal and additional planned CPD provided by the Trust and external providers.</p> <p>Additional opportunities to network and develop pedagogy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1 & 3</p>



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

Budgeted cost: £5,571

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deployment of staff (teaching assistants) to support key children and year groups.</p> <p>In class - provide scaffolds for independence, using questioning and promoting metacognitive strategies</p> <p>Interventions - RWI, Fast track tutoring, Toe by Toe, TEACCH</p> <p>Targeted group or 1:1 interventions as directed by teachers planning – gaps analysis</p>	<p>Evidence suggests that this is moderate impact for moderate cost based on moderate evidence, but as a leadership team we ensure large positive impact on learner outcomes by our deployment – including delivering intervention to small groups or individuals (high impact). Our teaching assistants are of a high quality and those children receiving support from them increases the high-quality interactions they have throughout the day. Professional development opportunities are also provided which will improve learner outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions (EEF +4months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation (EEF +7months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics (EEF +5months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition (EEF +5months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition (EEF +4months)</p>	<p>1, 2, 3 & 5</p>
<p>Analyse summative assessment data and identify the children who require catch up and more targeted intervention - monitored by PP Lead through Pupil progress meetings and regular monitoring of</p>	<p>PP lead - As part of their role they will liaise with the class teachers and teaching assistants to ensure interventions are targeted at specific pupils using information gathered from assessments and that their effectiveness and intensity is continually monitored. Some pupils may have made quick gains once they, so assessment needs to ongoing, but manageable.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p>	<p>1, 2, 3 & 5</p>



targeted interventions. SEN lead to support families with high need and disadvantaged children	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Aim High Events	To access enriching opportunities for the most able disadvantaged children, including those which incur an additional cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	4

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

Budgeted cost: £6,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Engagement	<p>This is a strategy that has moderate impact for very low cost based on extensive evidence.</p> <p>To support attendance, behaviour, safeguarding and social and emotional difficulties of pupils and parents/carers. Working with pupils, families and outside agencies - building links, breaking down barriers and developing positive relationships - which all impact children's ability to learn.</p> <p>Attendance and Punctuality issues. Attendance figures are currently in line national for disadvantaged pupils, but our concern is for those that are persistently absent. This figure is above national and we would like to improve this. A focus will be improving some specific lateness and attendance issues through implementing strategies to support individual families. Also developing workshops, links with the MHST team, home learning opportunities, effective signposting and other ways of engaging parents to support with their child's academic learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement (EEF +4months)</p>	1, 2 & 6
After School Club / Breakfast Club	To provide fully funded wraparound care to ensure that all our disadvantaged children have the opportunity for a more settled start to the day with a school breakfast in addition to the opportunity of joining in with the afterschool club with well planned activities that enrich the children's lives further.	1, 2, 3, 4, 5 & 6



	<p>This club also provides support for homework, regular opportunities to read to an adult and planned activities to support mental health and well-being.</p> <p>Also, children who are hungry do not perform as well.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time (EEF +3months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework (EEF +5months)</p>	
Subsidised Visits/Trips	<p>To provide our disadvantaged children with the opportunity to attend enriching aspects of the curriculum with their peers which come as an additional cost, including a residential trip. We ensure that they are not disadvantaged in their access to a broad and balanced curriculum and we promote cultural capital.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	4
Musical Instrument tuition	<p>Every child should have the opportunity to learn to play an instrument/perform in front of an audience.</p> <p>Also, research supports:</p> <ul style="list-style-type: none"> ➤ Increases memory skill ➤ Teaches perseverance and creates a sense of achievement ➤ Improves coordination ➤ Improves math skills ➤ Improves reading and comprehension skills ➤ Creates responsibility ➤ Nurtures self-expressions ➤ Improves listening and social skills <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation (EEF +3months)</p>	1, 3, 4 & 5
To support children with their ongoing well-being & mental health needs	<p>Continue to develop and grow staff expertise and the way we utilise their skills. Also engage with a wider range of external support for example counsellors & play therapists.</p> <p>Utilise our wild tribe practitioners to develop confidence, communication, motivation and physical skills.</p> <p>Also, train a drawing and talking practitioner internally</p> <p>Facilitating an early intervention programme in school, enabling us to put 1:1 or small group interventions in place.</p> <p>Ensure high quality PSHE teaching.</p> <p>Governor support is also very strong in this area.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://www.traumainformedschools.co.uk/</p>	1, 2, 5 & 6



	https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/	
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Total budgeted cost: £17,201



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.

Intended outcome	Success criteria
Improved attendance	<p>We have been targeting work with parents/children through our Trust wide attendance policy. Regular attendance meetings and specific family support have continued throughout the year. We have seen an increase in school refusal/anxiety (with a high correlation to our SEN children also) which has impacted significantly on our data. SEN attendance data is a concern.</p> <ul style="list-style-type: none"> ➤ 2022/23 Disadvantaged attendance = 93% (non-disadvantaged = 94%) ➤ 2023/24 Disadvantaged attendance = 93% (non-disadvantaged = 95%) ➤ 2024/25 Disadvantaged attendance = 93.3% (non-disadvantaged = 94%) – just below national data ➤ 2022/23 Persistent Absentees (whole school) = 11% ➤ 2022/23 Persistent Absentees who are disadvantaged = 2 ➤ 2023/24 Persistent Absentees (whole school) = 19% ➤ 2023/24 Persistent Absentees who are disadvantaged = 5 ➤ 2024/25 Persistent Absentees (whole school) = 12% ➤ 2024/25 Persistent Absentees who are disadvantaged = 2
Improved outcomes	<p>Our data reflects small cohorts (<11) of children across the school. There have been some really strong individual performances across the year and we have identified those approaches that have boosted outcomes and used this to plan for the coming year.</p> <p>All children</p> <ul style="list-style-type: none"> ➤ Y1 phonics screening – 100% ➤ Y2 phonics screening re-take - 93% ➤ Y4 MTC (average score) – 20.4 ➤ KS2 SATS – inline or above national



	<p>(all showing significant improvements on the previous academic year)</p> <p>Pupil Premium</p> <ul style="list-style-type: none"> ➤ 91% of pupil premium children are making expected or better progress in reading (+4%) ➤ 91% of pupil premium children are making expected or better progress in writing (+18%) ➤ 91% of pupil premium children are making expected or better progress in maths (+18%) ➤ 0% of pupil premium children achieved GLD ➤ 100% of pupil premium children achieved the PSC ➤ 67% of pupil premium children achieved 20+ in the Y4 MTC ➤ 50% of pupil premium children achieved the expected standard in reading, writing and maths (KS2 SATs) <p>*Our data reflects significantly small numbers of PP children within a cohort</p>
<p>Sustain improved well-being for all pupils in our school, particularly disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing supported and demonstrated by:</p> <ul style="list-style-type: none"> ➤ qualitative data from pupil voice reporting that they feel happy, safe and valued in school ✓ ➤ staff observations ✓ ➤ school ethos / values and vision ✓ ➤ Fed and ready to learn ✓ ➤ Resilience is an area that we need to develop further
<p>Children experiencing specific and high-level SEMH needs are supported with individualised intervention; referrals to wider agencies are made where specialist support is needed.</p>	<p>Our observations continue to show challenges in relation to SEMH needs. We need to continue to build on staff training opportunities to be able to offer in-house support. Building resilience is a challenge.</p>
<p>Other</p> <ul style="list-style-type: none"> ➤ Opportunities to broaden experiences have been maximised, 100% of pupil premium children have attended a class trip, curriculum enrichment opportunities in school, outside visits, swimming or a residential ➤ Our wraparound provision has provided invaluable support for our disadvantaged families both socially and educationally. It has supported them with breakfast/tea, to engage in our home learning activities, develop reading fluency by reading regularly and also develop their social and communication skills. It has given our most vulnerable children stability. ➤ Half termly engagement in AIM High programmes – English & Maths (building confidence, resilience and challenge that is then applied back in the classroom) ➤ Music lessons continue to provide wider opportunities for our disadvantaged children enabling them to have fully funded access 	



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
TT Rockstars	Maths Circle
Spelling Shed	Ed Shed
IXL	IXL