



Padstow School & Nursery

Pupil Premium Strategy Statement 2025/26

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	37.9% (58)
Academic year/years that our current pupil premium strategy plan covers:	Year 1: 2023-2024 Year 2:2024-2025 Year 3: 2025-2026 - current
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Karen Middlemore, Strategic Partner
Pupil premium lead	Kim Joyce Head of School
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,690
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£69,690

Part A: Pupil premium strategy plan

Statement of Intent

When utilising Pupil Premium at Padstow School & Nursery, it is essential to consider the school's unique context and challenges. Our strategy, informed by EEF research, aims to identify and address the needs of disadvantaged pupils, narrow the attainment gap, and foster a culture of aspiration and confidence in their educational journey.

Challenges

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

Challenge number	Detail of challenge
1	Monitoring suggests that many pupils have under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. This can be seen from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments and moderations have identified a lack of understanding and skill with using grammar and punctuation. As a result, it is impacting the progress in their writing.
3	Monitoring indicates children have a passive attitude to learning which has resulted in an over reliance on adult support in lessons. Children lack strategies they can draw upon to become independent learners.
4	Assessment, observations, and discussions with pupils suggests disadvantaged pupils generally have a lower self-esteem and a need to be successful can deter them from challenge. They can lack the learning behaviours (effective self-regulation/metacognitive strategies and resilience) to approach learning and certain social situations.
5	Attendance and punctuality.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our 3 year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>1.</p> <p>To improve oral language skills for all disadvantaged and vulnerable pupils in the Nursery, EYFS and Y1.</p>	<p>Prompt identification of Nursery / EYFS pupils requiring Speech & Language support / intervention.</p> <p>Use of the Wellcomm language support assessment programme.</p> <p>Early involvement of the SALT service and SENDCo.</p> <p>Oral language skills for all PP pupils, particularly in the Nursery / EYFS, will improve enabling them to express their needs better year on year.</p> <p>Pupils in KS1 to have improved oral language skills enabling them to participate more fully across the curriculum.</p> <p>RWI structured interventions to support development of oral skills.</p> <p>Use of Makaton in Early Years to support oral development</p>
<p>2.</p> <p>To focus on improving children's understanding of grammar and punctuation and how to use it effectively when writing.</p>	<p>Embedded use of Grammarsaurus Place Value of Grammar and Punctuation across the school.</p> <p>Teachers to continue to have CPD in order to be improve their own understanding and to be able to use the new scheme effectively.</p> <p>Pupils to demonstrate an increased understanding and use of the grammar and punctuation appropriate for their year group.</p>

<p>3.</p> <p>To embed strategies to support independent learning.</p>	<p>Pupils to be responsible for their own learning, using taught strategies to help themselves, taking risks and using own initiative, challenging themselves to aim high.</p> <p>Pupils to be specifically taught how to use a range of strategies and concrete resources to enable them to work independently.</p> <p>Adults working with children to ensure children are encouraged to try and to use the different strategies being taught before asking for help.</p> <p>Improved engagement in lessons and work in books enabling children to remember more and to make links with new learning.</p>
<p>4.</p> <p>To improve children's self-confidence and resilience.</p>	<p>Use of Boxall for specific children to identify specific support/activities needed to improve self-confidence and resilience.</p> <p>Identified pupils / groups of children to have further support with our school MHST on their SEMH needs to make progress both socially and academically.</p> <p>Pupils able to adapt better to adversity.</p> <p>Pupils more able to manage emotions and to improve self-confidence and resilience in order to access learning.</p>
<p>5.</p> <p>Attendance and punctuality.</p>	<p>The level of persistence absence will reduce for disadvantaged and non-disadvantaged pupils.</p> <p>Attendance figure to be 95% or above.</p>

	Reduction in the number of persistent absences.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £36,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWI training – Development Day</p> <p>Focusing on delivery of RWI and upskilling of staff.</p> <p>RWI – Resources for school sessions</p> <p>Resources for home/school link</p> <p>Release time & cover for Early Reading Lead for training of staff, monitoring of lessons, assessments, etc.</p> <p>Release time for both Teachers and Teaching Assistants to attend regular in-house training / CPD to improve phonics knowledge and confidence.</p>	<p>DfE Reading Framework</p> <p>Phonics Toolkit</p> <p>Use of a DfE Accredited Phonics Scheme</p> <p>EEF research shows a consistent impact on attainment of approximately four additional months progress for TA interventions and 5 months for phonics interventions.</p>	<p>1, 2, 3, 4</p>

<p>Training for delivery of Grammarsaurus Place Value of Grammar and Punctuation.</p> <p>CPD for English Subject Lead Vocabulary input – training for teaching staff on the value of vocabulary.</p> <p>Release time for KS2 TAs for vocabulary training from English Subject Lead.</p> <p>Ongoing Guided Reading training from the school's English Subject Lead to assist with reading and understanding of quality texts used as writing stimuli.</p> <p>Use of Accelerated Reader Reading Scheme.</p> <p>Release time for English Subject Lead to monitor lessons, pupil conferencing & training.</p>	<p>EEF Reading Comprehension Strategies advises that: Reading comprehension strategies are high impact on average +6 months. Alongside phonics it is a crucial component of early reading instruction.</p> <p>EEF Improving Literacy in KS2 2nd edition: This report advises that in order to build strong language comprehension skills, pupils need to develop an understanding of grammar and syntax and to build up a wide-ranging vocabulary.</p>	<p>1, 2, 3, 4</p>
<p>Use of Number Sense in the Nursery, KS1 and KS2. Resources used to support whole class, group, and individual learning throughout the school.</p> <p>TT Rock Stars, Numbots and Numbersense to support acquisition of fluency and confidence with number facts, etc.</p> <p>Release time for the Maths Subject Lead to train staff, monitor use of these programmes and their</p>	<p>EEF Improving mathematics: Mathematics is essential for everyday life and a foundation for careers in technology, science, and engineering, among many others.</p> <p>Number Sense Maths is a systematic and structured programme that enables pupils to develop both a deep understanding of number and number relationships, and fluency in addition and subtraction facts. Comprehensive professional development and support is included in the programmes to ensure teachers get the best possible outcomes for their pupils.</p>	<p>2, 3, 4</p>

<p>effectiveness through pupil conferencing.</p> <p>Release time for Maths Subject Lead to attend Aspire Maths CPD to be cascaded to staff.</p>	<p>These mathematics programmes are recommended by the Trust's Maths Lead</p>	
<p>EYFS Lead and Nursery Manager to run CPD sessions for all nursery and reception staff focusing on improving teaching and learning.</p> <p>Dedicated release time for the EYFS Lead to work with the Nursery Manager on curriculum coverage, planning, teaching and learning to ensure both settings are developing teaching techniques and practice effectively.</p> <p>Cover costs to release the Nursery Manager for this support and CPD.</p> <p>EYFS Lead and Nursery Lead to attend Aspire in-house CPD sessions.</p>	<p>EEF Effective Professional Development:</p> <p>Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice.</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £18,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional needs are supported through a whole school TIS approach, targeted interventions for individuals and group support, such as Draw and Talk, Emotional Fix, TIS Practitioner 1:1 support, personalised support plans, etc.	Embedding the whole school SEMH provision through the SCARF programme and Social and Emotional Learning strategies as recommended by the EEF.	1, 2, 3, 4, 5
RWI - Fast Track Tutoring and reading interventions	RWI – daily Fast Track Tutoring – Y2s who need to retake the Phonics Screening Check in June. RWI – daily comprehension teaching in Y3/4 RWI – 1:1 modules for selected pupils	1, 2, 3, 4, 5
Y6 Comprehension and Maths booster sessions	Delivered by HLTAs and Class Teacher	2, 3, 4, 5
Continued use of Wellcomm - a speech and language toolkit that can be used with pupils from 6 months to 6 years of age. It is a means of tracking progress of all pupils and identifies areas of concern in language, communication and interaction. Using the toolkit, identification of pupils needing intervention is made and packs sent home to parents.	EEF Communication & Language approaches states: Studies of communication and language approaches consistently show positive benefits for young pupils' learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, pupils who participate in communication and language approaches make approximately six months additional progress over the course of a year. All pupils appear to benefit from such approaches, but some studies show slightly larger effects for pupils from disadvantaged backgrounds.	1, 2, 3, 4, 5

<p>Interventions planned for use in the Nursery, EYFS and Y1.</p> <p>Use of Wellcomm, where appropriate, for SEND children across the school.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Lead to: <i>Monitor of pupils 'on alert' for attendance and/or punctuality, early contact with parents / carers, offering support and/or assistance to identify causes and working in collaboration with EWO to provide support for families where attendance is lower than expected (identified cases).</i></p> <p>Class teachers to provide regular updates from each class about their learning – on the website, social media and newsletters to keep both pupils and parents enthusiastic about what is being learnt.</p> <p>Regular communication with parents concerning unauthorised absences and the need for children to be in school.</p>	<p>Increase attendance levels of disadvantaged and non-disadvantaged pupils and to reduce persistent absence and late arrivals ensuring attendance is consistent, regular and sustained for all groups of pupils.</p> <p>The DfE document, Working Together to Improve School Attendance, states: .. it is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 ... have higher rates of attendance over the key stage compared to those with the lowest attainment.</p>	<p>5 1, 2, 3, 4</p>
<p>Review and enrich wider curriculum focus on developing character education and resilience.</p> <p>Continue to develop the impact of pupil voice and collaboration.</p>	<p>EEF research shows a consistent impact on attainment of approximately 5 additional months progress for collaborative learning.</p> <p>All children will have access to opportunities to represent themselves, their class and the school so that all children will recognise themselves as a part of our school community</p>	<p>2, 3, 4, 5</p>

<p>Improve school parliament contributions to school events and changes.</p>	<p>improving their confidence and resilience.</p> <p>All disadvantaged pupils will attend educational visits and the school will support the families financially in attending residential experiences.</p> <p>All staff to encourage and support disadvantaged children to apply for roles of responsibility.</p> <p>Increased collaboration and contributions from the School Parliament with links to new Eco Councillors.</p>	
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Total budgeted cost: £ 69,690

Part B: Review of the previous academic year:

Outcomes for disadvantaged pupils:

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.
<p>Improve oral language skills for all disadvantaged and vulnerable pupils in the Nursery, EYFS and Y1.</p>	<p>Prompt identification of Nursery / EYFS pupils requiring Speech & Language support / intervention.</p> <p>Early involvement of the SALT service and SENDCo.</p> <p>Oral language skills for all PP pupils, particularly in the Nursery / EYFS, will improve enabling them to express their needs better year on year.</p> <p>Pupils in KS1 to have improved oral language skills enabling them to participate more fully across the curriculum.</p> <p>RWI Fast track tutoring interventions for Y2 pupils retaking PSC; daily RWI comprehension in Y3/4; Fresh Start modules for identified pupils in Years 5 & 6.</p>	<p>Early identification using baseline date & RWI assessments.</p> <p>Wellcomm has begun to make a difference to the earlier identification of children needing additional support.</p> <p>Increased number of referrals to SALT.</p> <p>The focus on oral language skills is beginning to have an impact on children in the nursery and should be more noticeable as children transition into the EYFS.</p> <p>Parent communication, workshops and information provided on the online learning platform, in reading records, etc.</p>
<p>Significant knowledge gaps are preventing disadvantaged and non-disadvantaged pupils (except those who have a cognitive SEND need) from achieving</p>	<p>All disadvantaged pupils (other than those with a cognitive SEND need) will reach the same age-related expectation in reading, writing and maths as their peers.</p> <p>Any disadvantaged pupil with a cognitive SEND need will make at least expected progress from their individual starting points.</p>	<p>Children are making progress but it is slower than anticipated.</p> <p>With Grammarsaurus Place Value of Grammar Punctuation becoming embedded and progress should become more accelerated.</p>

age related expectations in reading, writing and maths.	<p>Pupils to make increased progress in RWM due to an improved vocabulary and understanding.</p> <p>Pupils to demonstrate an increased understanding and use of technical vocabulary across the curriculum.</p>	Lesson structures have also been changed to ensure the appropriate vocabulary is a key focus.
Disengagement with learning and over reliance on adult support in lessons.	<p>Pupils to be responsible for their own learning and initiative-taking with challenging themselves to aim high.</p> <p>Pupils to have the necessary tools to work independently.</p> <p>Improved engagement in lessons, work in books and ongoing formative assessment.</p>	<p>Whole school strategies ensure adults create a positive environment promoting high standards.</p> <p>Positive relationships ensure children access quality first teaching.</p> <p>Teachers are beginning to notice an increased independence in some children</p>
Improved emotional resilience.	<p>Identified pupils to have further support with their SEMH needs to make progress both socially and academically.</p> <p>Pupils able to adapt better to adversity.</p> <p>Pupils more able to manage emotions and resilience successfully in order to access learning.</p>	<p>Whole school approach supports children's emotional resilience.</p> <p>Named teacher has completed the Senior Mental Health training.</p> <p>Individualised interventions to support specific children.</p> <p>SEMH / SEND children supported to attend enrichment opportunities.</p> <p>JIGSAW (PSHE Scheme) is embedded across the school.</p>
Attendance and punctuality.	The level of persistence absence will reduce for	The school offer an 'open door' policy to discuss any parental issues or concerns

	<p>disadvantaged and non-disadvantaged pupils.</p> <p>Attendance figure to be 95% or above.</p> <p>Reduce number of persistent absences.</p>	<p>around their child / children's attendance.</p> <p>Full information available on the website and regular Attendance Newsletters.</p> <p>Regular communication with parents on a 1:1 basis.</p> <p>Support meetings with parents.</p> <p>Referrals to EHH and/or school nurse service as required.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
White Rose Resources	White Rose
Number Sense	Number Sense Maths
JIGSAW	JIGSAW
Wellcomm	GL Assessment
TT Rock Stars	Times Tables Rock Stars
Read Write Inc	Read Write Inc Phonics
Accelerated Reader	Renaissance Place
Letter Join	Letter Join
WE Thinkers	Thinking Books
Numbots	Maths Circle Ltd

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Part B: Review of the previous academic year.

Outcomes for disadvantaged students

Key

Success criteria met	On track to meet success criteria	Started, but not on track to meet success criteria	Not started yet
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Intended outcome	Success criteria
1. To improve oral language skills for all disadvantaged and vulnerable pupils in the Nursery, EYFS and Y1.	Prompt identification of Nursery / EYFS pupils requiring Speech & Language support / intervention.
	Use of the Wellcomm language support assessment programme.
	Early involvement of the SALT service and SENDCo.
	Oral language skills for all PP pupils, particularly in the Nursery / EYFS, will improve enabling them to express their needs better year on year.
	Pupils in KS1 to have improved oral language skills enabling them to participate more fully across the curriculum.
	RWI structured interventions to support development of oral skills.

	<p>Use of Makaton in Early Years to support oral development</p>
<p>2. To focus on improving children's understanding of grammar and punctuation and how to use it effectively when writing.</p>	<p>Embedded use of Grammarsaurus Place Value of Grammar and Punctuation across the school.</p> <p>Teachers to continue to have CPD in order to be improve their own understanding and to be able to use the new scheme effectively.</p> <p>Pupils to demonstrate an increased understanding and use of the grammar and punctuation appropriate for their year group.</p>
<p>3. To embed strategies to support independent learning.</p>	<p>Pupils to be responsible for their own learning, using taught strategies to help themselves, taking risks and using own initiative, challenging themselves to aim high.</p> <p>Pupils to be specifically taught how to use a range of strategies and concrete resources to enable them to work independently.</p> <p>Adults working with children to ensure children are encouraged to try and to use the different strategies being taught before asking for help.</p> <p>Improved engagement in lessons and work in books enabling children to remember more and to make links with new learning.</p>
<p>4. To improve children's self-confidence and resilience.</p>	<p>Use of Boxall for specific children to identify specific support/activities needed to improve self-confidence and resilience.</p>

	<p>Identified pupils / groups of children to have further support with our school MHST on their SEMH needs to make progress both socially and academically.</p> <p>Pupils able to adapt better to adversity.</p> <p>Pupils more able to manage emotions and to improve self-confidence and resilience in order to access learning.</p>
5. Attendance and punctuality.	<p>The level of persistence absence will reduce for disadvantaged and non-disadvantaged pupils.</p> <p>Attendance figure to be 95% or above.</p> <p>Reduction in the number of persistent absences.</p>