Pupil premium strategy statement 2024 - 2027

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment and progress 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
Treleigh CP School	
Number of pupils in school	313 (2025-2026)
Proportion (%) of pupil premium eligible pupils	• 74 pupil premium children (excluding Service children) • 6 service children • 24.3% children in receipt of pupil premium funding (Pupil Premium and Service children combined)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2025, **2025/2026**, 2026/2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2026
Statement authorised by	Mr. Steve Proctor (Headteacher)
Pupil premium lead	Mrs Victoria Gilbert
Governor / Trustee lead	Mrs. Helen Peerless (Chair of Governors)

Funding overview

Detail	2025/26
Pupil premium funding allocation this academic year	74 x £1,515 = £112,110
Service children funding allocation this academic year	6 x £350 = £2,100
Total Pupil Premium funding received	£114,210
Recovery premium funding allocation this academic year	None expected
Pupil premium funding carried forward from previous years	None carried forward
Total budget for this academic year	

Detail	2025/26
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Detail	2025/26

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding, we have considered the context of the school and the subsequent challenges we face. Research conducted by EEF, for example, is then be used to support decisions around the impact of different strategies and their value for money.

Some common barriers to learning for our disadvantaged children include: lack of support at home, low-levels of communication and language skills, lack of confidence, more frequent behaviour challenges and attendance and punctuality issues. There may also be complex family situations that prevent children from thriving. These challenges are often varied and there is no "one size fits all".

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ Provide equity of opportunities so that disadvantaged children experience the same cultural capital as their peers.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all pupils.
- Ensuring that appropriate provision is made for pupils from vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision we consider making for this group include:

- Ensuring high quality, Wave 1 teaching to ensure the learning experienced by all children is improved for all children.
- Improving ratios, thus improving opportunities for effective teaching and accelerating progress .
- 1-1 support and small group interventions, where appropriate.
- Additional teaching and learning opportunities as well as the chance for appropriate CPD for staff.
- Additional learning support.
- Subsidise support payment for activities, educational visits and residentials and an individual, case-by-case basis. Ensuring children have first-hand experiences to use in their learning in the classroom, which is equitable, raising aspirations and enthuses them.

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 that disadvantaged pupils show a low starting point in many areas of the EYFS Framework, with lower communication and language skills and literacy skills. Closing the gap in attainment in Early Years in the context of the EYFS Framework is a priority. Targeted interventions to support language development, early literacy and numeracy.

Challenge number	Detail of challenge
2	Assessments and observations indicate statutory assessments are slightly below national expectations in maths. Early identification and monitoring systems are to be put into place along targeted intervention to support children to reach Age Related Expectation (ARE), with a key focus on girls' involvement, confidence and attitudes.
3	School monitoring indicates absence and persistent absence of disadvantaged pupils continues to be below that of non-disadvantaged pupils at Treleigh.
4	Observations and discussions with pupils and teachers indicate increased social, emotional mental health needs of children and families. The Mental Health and Wellbeing team has been re-structured with specific training and allocated phase responsibilities to support pupils. Targeted extra-curricular activities are essential to support the physical and mental wellbeing of disadvantaged children. Use of identification pyramids to assess the emotional wellbeing of all pupils and to provide a strong sense of belonging.
5	In October '23, Ofsted reported that: 'On some occasions, the curriculum is not well implemented. As a result, pupils have not developed the knowledge and skills leaders have identified in their plans. The school needs to continue to improve the curriculum so that pupils consistently know and remember more.' This is especially pertinent for our disadvantaged pupils.

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
1	Early identification and targeted interventions to support language development, early literacy and numeracy. GLD 2023/24: Treleigh (66.7), National (67.7)	• A continued increase in pupils achieving GLD in the EYFSP which is in line with national comparisons.
2	Improve statutory assessment outcomes in maths	• A continued increase in the percentage of pupils achieving the Expected Standard (2023/2024 = 66.7% Treleigh, 74.0% National) and Greater Depth 2023/2024 = 9% Treleigh, 24% National), so that both measures are broadly in line or above national comparisons. The gap between girls and boys working at the Expected Standard (16% in 2023/2024) to reduce.
3	To reduce persistent absences in children in receipt of Pupil Premium	• Closure in the gap between disadvantaged persistent absences and non-disadvantaged persistent absences at Treleigh 2023/2024 disadvantage 21.9%/non-disadvantage 10.8% Gap of 11.1% • A reduction in persistent absences. (2023/2024 Treleigh PA = 13.8%) • Improved overall attendance (2023/2024 Treleigh:95.9% National 95.4%)
4	To develop a sense of belonging.	• Engagement in targeted interventions to support wellbeing and belonging.

	Intended outcome	Success criteria
		• Qualitative data, including teacher observations and pupil voice shows an increased sense of pupil wellbeing and belonging within the school. • Boxall profiling indicates positive outcomes connected to pupils social, emotional and behavioural development.
5	Curriculum development - To continue to improve the curriculum so that pupils consistently 'know more and remember more.'	• Oracy project is well embedded to support curriculum delivery in all subject areas. • Middle leaders to support the CPD of all staff member through coaching and mentoring. • Middle leaders to support and monitor the implementation of oracy and Rosenshein's principles to support teaching and learning. • SLT to check progression and pitch of lessons in unit plans alongside subject leads. • Release time given to subject leads to check knowledge retention (pupil conferencing and books looks).

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
The purchase of high-quality schemes to support subjects (e.g. Odizzi, Key Stage History, Get Set 4 PE, Language Angels, Teach Computing, Dandelion Learning Oracy, Drawing Club, Grammarsauras, White Rose Maths/NCETM, RWInc	Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery-based approaches to teaching or feedback. Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches. EEF-Effective-Professional-Development-Guidance-Report.pdf	1,2,3,5
Embedding the oracy project to contribute to curriculum delivery and improved outcomes. Staff CPD for a consistent, whole-school approach, including from nursery (e.g. Wellcomm screening (£520), Newcastle Phonological Awareness, (NIPA/NAPA) and Talkboost (£200).	Research carried out by Ofsted and EEF highlights the vocabulary gap between disadvantaged children and others as being a significant factor in driving the attainment gap in core subjects. This aims to develop the speaking skills and associated vocabulary for all children. Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1,2,4,5,6

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc. portal. CPD delivered to support staff by AP/AD (Early Reading and Phonics Lead) Portal allows access to video support and resources for all staff. Reading eggs subscription to consolidate delivery of RWInc. for children to access at home.	Ongoing formative assessments are rigorously tracked to ensure progress is accelerated. Read Write Inc. Phonics and Fresh Start | EEF (educationendowmentfoundation.org.uk) 'There is some evidence that pupils eligible for free school meals may have particularly benefited from the programme, making an average of 3 months' additional progress in reading.'	1,3,6
Introduce Mastering Number in Y4 and Y5 to embed multiplicative skills of recall and reasoning and secure this element within the essential Foundational Skills.	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: Early years and Key Stage 1 mathematics teaching | EEF (educationendowmentfoundation.org.uk) The EEF guidance is based on a range of the best available evidence: Mathematics in Key Stages 2 and 3 | EEF (educationendowmentfoundation.org.uk)	2,6
SEND assessment to diagnose specific areas to develop • Sandwell Sandwell early numeracy test (Assess pupils' ability with numbers and identify specific numeracy skills requiring targeted teaching. • York assessment of reading for comprehension (A more detailed analysis of reading skills: reading accuracy, reading rate and comprehension) -to be used alongside AR for KS2) (£860)	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, assessment tools and the targeted use of technology. - EEF report on Special Educational Needs in Mainstream Schools includes five evidence based recommendations to support pupils with SEND. Special Educational Needs in Mainstream Schools | EEF EEF Using Digital Technology to Improve Learning guidance report offers evidence-informed recommendations and practical examples around how to use technology to improve teaching and learning. EEF_Digital_Technology_Guidance_Report.pdf	1,2,3,6
White Rose maths CPD program for all teachers and support staff focusing on the 5 Big Ideas of Mastery (£300) and scaffolding learning CPD for support staff.	Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available	

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the maths lead role to include overseeing Mastering Number and maths provision/impact	evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches. EEF-Effective-Professional-Development-Guidance-Report.pdf Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. Effective Professional Development | EEF (educationendowmentfoundation.org.uk) The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning | EEF	
Middle leaders VG, AP, RH CPD - Mentoring and Coaching support the development of collaborative learning cultures. This will impact on quality of teaching and development of teachers and support staff within the school (cover costs.)	Mentoring and coaching is an important source of support, particularly for early career teachers. Schools should carefully consider the core components that make these strategies effective when developing our approach. NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf The National Institute of Teaching's Mentoring and Coaching of Teachers research report gives an overview of the research underpinning mentoring and coaching	2
Developing the roles of Middle leaders VG, AP and RH to support subject leads with impact monitoring (book looks, pupil conferencing and planning support)	Supporting high-quality teaching is pivotal in improving children's outcomes. Research tells us that high-quality teaching can narrow the disadvantage gap. Effective Professional Development | EEF (educationendowmentfoundation.org.uk) Supporting continuous and sustained professional development (PD) on evidence based classroom approaches is important to develop the practices of teachers in your setting. The content of PD should be based on the best evidence available. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques and embedding practice. Supporting resources: The EEF toolkit and guidance reports Guidance reports | EEF	2 1,2,3,4,5,6

Activity	Evidence that supports this approach	Challenge number(s) addressed
		1,2,3,5,6

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

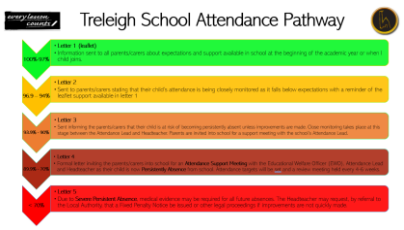
Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed reading support, teaching assistants used to allow for smaller RWI groupings. High quality to support groups, interventions and the general well-being of the pupils in school.	Education Endowment Foundation Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk) Strategic deployment of TAs is important to ensure priority pupils are supported and that the role has maximum impact. SLT will ensure TAs are fully prepared for their role and work within the research informed EEF guidance report. Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants • BP – NELI – communication and language approaches that focus on Oracy - speaking, listening and a combination of the two, all show positive impact on attainment. Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1,3 1,2,3,5,6

Activity	Evidence that supports this approach	Challenge number(s) addressed
	• LM – additional adult within Y5- English and Maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,6
	• LC, SB, RW – Pastoral and Wellbeing Team A universal and targeted approach to SEMH is beneficial for children to effectively manage emotions. Social and emotional learning | EEF (educationendowmentfoundation.org.uk) Health and Wellbeing support A universal and targeted approach to SEMH is beneficial for children to effectively manage emotions. Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	2 5
	• KD – Outdoor learning Outdoor adventure learning can support pupils to develop non cognitive skills such as resilience, self-confidence and motivation. Outdoor adventure learning | EEF (educationendowmentfoundation.org.uk)	
	• MB – Targeted RWinc tutoring Daily interventions for those at risk of not passing the Phonics Screening Check and Y2 retakes and KS2 Freshstart sessions. Phonics has a positive impact overall and extensive evidence identifies it as an important component in the development of early reading skills particularly for children from disadvantaged backgrounds. Phonics | EEF (educationendowmentfoundation.org.uk)	1,5
	MB – Precision Teach – targeted intervention Education Endowment Foundation Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)	1,3 1,2,6
	VG and AP – Drawing Club – Focus on Oracy and Vocabulary	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Oral language interventions | EEF **SP - Maths Lead to support a group of 8-10 Y6 pupils with arithmetic so they are best prepared for KS2 statutory assessments** Pupils who require targeted academic support to assist numeracy. Our interventions are linked to classroom teaching and matched to specific needs whilst not inhibiting pupils' access to the curriculum. Supporting resources: The EEFs 'Selecting Interventions' tool offers evidence informed guidance to select an appropriate programme. Selecting_interventions_tool.pdf Mathematics | EEF **VG Parent/Child Early reading and Phonics workshop offered after school.** Parental engagement has a positive impact on average of 4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	1,5,6 2 1,3

Wider strategies (for example, related to attendance, behaviour

Activity	Evidence that supports this approach	Challenge number(s) addressed
SPACE training – Supporting Parents and Children Emotionally. SW – this will involve parental and pupil sessions/workshops Minibus -50% is paid for from Sports premium and Pupil premium funds for running cost, lease and fuel.	SW- SPACE – Supporting Parents and Children Emotionally • This course has reached out to 21 parents so far and the second group of children are now being supported to complete the programme (groups of 8 children at a time.) • A universal and targeted approach to SEMH is beneficial for children to effectively manage emotions. Social and emotional learning | EEF Wider curriculum experiences form a key part in our curriculum that seeks to broaden children's cultural capital	5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Health, wellbeing and mental health team for pupils and staff wellbeing. (RWh, SB, RWi)	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole class approaches as well as targeted interventions, monitoring the impact of these choices carefully alongside regular signposting of support for parents on newsletters and social media EEF Improving Social and Emotional Learning in Primary Schools guidance report outlines five core competencies that can be taught explicitly to support pupil development. Improving Social and Emotional Learning in Primary Schools | EEF EEF Improving Behaviour in Schools guidance report presents recommendations on how to develop and refine your school's approach to managing behaviour. Improving Behaviour in Schools | EEF EEF Teaching and Learning Toolkit strands on social and emotional learning and behaviour interventions resent evidence and advice. Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	6 5
Targeted extra-curricular activities are essential to support the physical and mental wellbeing of disadvantaged children.	Develop a sense of belonging for all disadvantaged pupils – tracking of all clubs alongside sports premium action plan. Extracurricular activities are an important part of education. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes. EEF Teaching and Learning Toolkit includes strands on arts participation and physical activity. Arts participation | EEF Physical activity | EEF	
Attendance being monitored by the attendance officer (additional member of staff).	The DfE publication of Working together to improve attendance highlights the need for a clear focus on deploying attendance systems effectively and having clearly assigned responsibilities for the implementation of the policy and escalation of procedures. Working together to improve school attendance - GOV.UK (www.gov.uk) Treleigh School attendance pathway is in place to monitor attendance by a dedicated attendance officer located in the main school office. Please see details below 	5,6

Activity	Evidence that supports this approach	Challenge number(s) addressed
		4
Support with purchasing: ○ uniform (including shoes) as required. ○ bikes and equipment to support home life. ○ Trips, visits and residentials. ○ Swimming and other extra-curricular activities. ○ Attendance of breakfast club/after school club.	We have previously supported many of our disadvantaged pupils by providing those things listed and we will continue to do this where needed.	1-6
Contingency fund for acute issues	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5,6

Part B: Review of the previous academic year (2025-2026)

Outcomes for disadvantaged pupils

Our intent is always to close the academic attainment gap throughout the time the children are at Treleigh. The attainment gap upon arrival in the early years is already significant for most disadvantaged children (evidenced by poor vocabulary, communication and speaking and listening). We have good trends of data that demonstrate the impact of our PP spend in significantly closing the gap by Year 6.

	% EXP or GDS PP (16 children) Cohort of 44 School % (Nat %)	% EXP or GDS Non-PP (28 children)	% EXP or GDS All children	LA Regional Data	National Headline Data – All children
Reading	63% (63%)	79% (80%)	73%	TBC	75%
Writing	69% (61%)	79% (79%)	75%	TBC	73%
Maths	56% (62%)	86% (80%)	75%	TBC	75%
Combined	56% (48%)	75% (70%)	68%	TBC	63%

Gaps between PP children and non-pp children at the end of KS2 continue in Reading, Writing and Maths. Our assessment of the reasons for these outcomes' points primarily to the lasting impact of the Covid-19 pandemic as school closures and the limitation of remote learning were most detrimental to our disadvantaged pupils within their early school years. Furthermore, challenges over parental mental health and disengagement have led to poor attendance of some disadvantaged children despite our best efforts to engage families and improve this. However, Treleigh compares favourably when comparing PP attainment against this national cohort.

Cornwall and, in particularly Redruth North, suffers high level of deprivation (see further information section below). This review, alongside internal data and monitoring have been used to inform changes to the plan for the 2024-2027 academic year. It is also worth noting that this data represents a small cohort of 16 pupils and this must be interpreted with a degree of caution around the validity of this.

The oracy project continues to be well embedded to support curriculum delivery in all areas with both the senior leadership team and middle leaders giving support in the delivery of oracy and the use of Rosenshine's Principles to empower all teachers to improve outcomes.

Rigorous use of the Read, Write, Inc. (RWI) portal will be used to track progress half-termly and effective interventions with the most skilled adults supporting those underperforming, will be key in supporting the ever-improving outcomes for the Phonics Screening Check in KS1.

Maths data has improved significantly, year-on-year over the last three years and is now inline with national and girls are now performing in-line with boys.

Whole school attendance in 2025-26 was 96.1% (94.7% Nat) with Pupil Premium children at 94.1%., broadly in-line with National All Pupils.

Persistent Absence (PA) rates of pupils eligible for Pupil Premium funding are low compared to national comparisons (15%) but remain much higher than non-PP (4.3%) (overall Treleigh PA – 6.9%)

We recognise this gap remains too large which is why raising the attendance of our disadvantaged pupils continues to be a focus of our current plan. Treleigh has high ambitions for closing the performance gap between disadvantaged and non-disadvantaged pupils and one key indicator for underperformance is PA. To give our PP and SEND children the best chance of success these children need to be in school as much as non-disadvantaged pupils - 'Every Child, Every Day, Every Chance'. The senior leadership team have worked tirelessly to set up improved systems of tracking, parental support and challenge working closely with the school's allocated Education Welfare Officer and newly appointed Attendance Officer.

Review of Previous Strategy

Teaching Review – Data from the EYFSP shows that 82% of children received a good level of development. Within this cohort 6 children receive pupil premium, 3 of these children achieved a good level of development in the EYFSP and 3 children did not meet the standard.

Teaching Review – RWI portal and initial delivery of CPD to all staff has been beneficial to create a consistent structure to our daily phonics and interventions.

Teaching Review – Page 8 'The Impact of COVID-19 on Learning: A review of the evidence' Education Endowment Foundation May 2022 suggest that by summer 2021, pupils in Key Stage 1 had fallen further behind in comparison with Key Stage 2 children. These children are now in Years 6. Whilst our target intervention group within this year has made steady progress, they continue to need the additional support by highly trained adults, including the Headteacher/Maths lead for pupils in Y6.

Targeted Academic Support

RWI portal and initial delivery of CPD to all staff has been beneficial to create a consistent structure to our daily phonics and interventions. The regular staff meetings on delivery of RWI were targeted specially to what staff were teaching within their group, e.g, different set sounds. This enabled staff to confidently deliver the concise phonics programme which in turn has supported the children in their early reading and development.

A member of staff has worked to a bespoke RWInc tutoring schedule this year with a focus on children who are working below and working towards to support their learning. Results from the phonic screen check have showed that this has had a significant impact in supporting the children's progress with a pass rate of 89% and children who receive pupil premium (28%) 87% (13 out of 15 children) passed.

Maths intervention of Numbots and TTRS for children working below or towards, with 43.2% of these children receiving pupil premium. These interventions show a clear correspondence to supporting and consolidating the children's mathematical knowledge, especially for our disadvantaged pupils.

The success of the RWI portal and staff CPD has greatly supported reading within Treleigh school, this will be continued as a target next year to further support reading and staff development in this area.

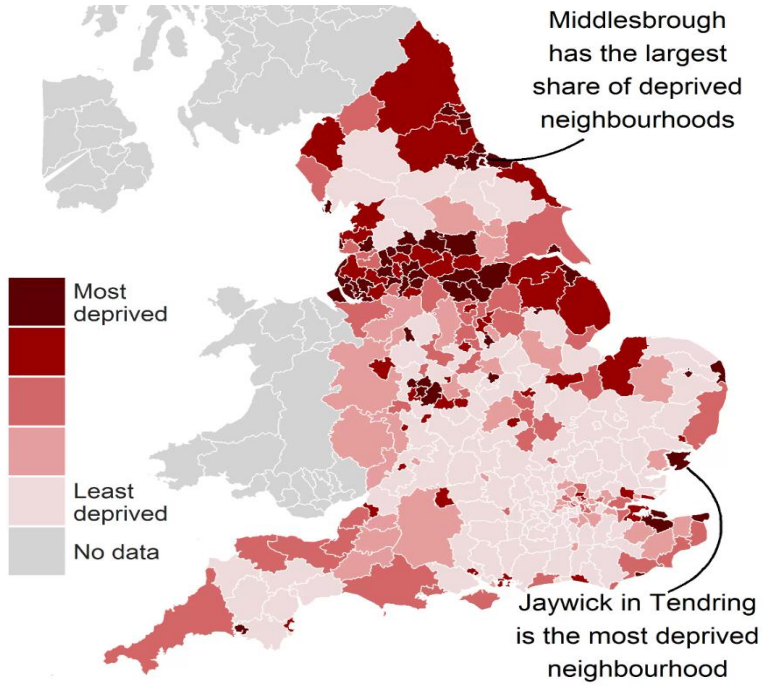
Wider Strategies - Attendance/Pastoral Support

The Mental Health and Wellbeing Team and has developed further and has a trained TA in each Key Stage. The team works with children on a 1:1 basis and in small groups. These sessions as well as outdoor sessions led by the team had a significant impact on wellbeing and mental health of our disadvantaged children.

To further address the attendance issues, we will further develop the role of the attendance officer, operating alongside the Headteacher with the aim of lowering the percentage of persistent absences in school and raising the attendance of all pupils. The attendance officer will continue to closely monitor attendance across the school with a particular focus on our more vulnerable pupils, as a part of her role she makes daily phone calls, emails. The attendance lead Headteacher and safeguarding lead regularly visit homes of those who haven't informed us of absence, this is closely monitored with letters to follow up.

We will continue to subsidise trips, residentials and extra-curricular activities (where there is a cost) for children who are eligible for pupil premium funding to provide equity of enrichment activities and experiences.

Further information



Cornwall's Neighbourhoods: High Deprivation

This table shows the 17 neighbourhoods (LSOAs) in Cornwall with the highest levels of deprivation. These neighbourhoods are in the top 10% most deprived areas in England. There are 326 neighbourhoods in Cornwall and a total of 32,844 across England.

Cornwall Rank		National Rank			
2019	2015	2019	2015	LSOA Name	Community Network Area
1	4	577	1133	Camborne Pengegon	Camborne and Redruth
2	1	884	414	Penzance Treneere	Penzance, Marazion and St Just
3	2	1072	606	Redruth North, Close Hill, Strawberry Fields and Treleigh	Camborne and Redruth
4	3	1119	964	Camborne College Street and the Glebe	Camborne and Redruth
5	6	1661	1512	Camborne Town Centre	Camborne and Redruth
6	7	1712	1733	St Austell Penwinnick and Town Centre	St Austell and Mevagissey
7	11	1821	2415	Kinsman Estate and Monument Way	Bodmin
8	5	2134	1350	Illogan East Pool Park	Camborne and Redruth
9	8	2447	2147	Penzance St Clare and Town	Penzance, Marazion and St Just
10	17	2579	2939	Bodmin Town Centre and Berryfields	Bodmin
11	14	2675	2755	St Austell Alexandra Road and East Hill	St Austell and Mevagissey
12	10	2688	2378	Newquay Town Centre	Newquay
13	12	2985	2497	St Blazey West	St Blazey, Fowey and Lostwithiel
14	22	3199	3816	Camborne North Parade and Rosewarne Gardens	Camborne and Redruth
15	15	3218	2797	Newquay Narrowcliff	Newquay
16	16	3228	2938	Newlyn Harbour and Gwavas	Penzance, Marazion and St Just
17	9	3275	2375	Liskeard St Cleer Road and Bodgara Way	Liskeard and Looe

Cornwall's Neighbourhoods: High Deprivation

This figure lists the 17 neighbourhoods (LSOAs) in Cornwall with the highest levels of deprivation and shows their deciles for all seven IMD domains. A decile of 1 means that neighbourhood is in the top 10% most deprived areas nationally for that domain

	Income	Employment	Education, Skills and Training	Health Deprivation and Disability	Crime	Barriers to Housing and Services	Living Environment
Camborne Pengegon	1	1	1	1	4	2	9
Penzance Treneere	1	1	1	1	6	4	6
Redruth North, Close Hill, Strawberry Fields and Treleigh	1	1	1	1	6	7	6
Camborne College Street and the Glebe	1	1	2	1	2	7	3
Camborne Town Centre	1	1	4	1	2	8	1
St Austell Penwinnick and Town Centre	1	1	3	1	3	6	6
Kinsman Estate and Monument Way	1	1	1	2	6	2	3
Illogan East Pool Park	1	1	1	1	6	4	7
Penzance St Clare and Town	1	1	3	2	4	7	1
Bodmin Town Centre and Berryfields	1	1	2	1	2	8	2
St Austell Alexandra Road and East Hill	1	1	2	2	4	6	2
Newquay Town Centre	2	1	4	1	1	7	1
St Blazey West	2	1	1	2	3	5	5

Decile

1 2 3 4 5 6 7 8 9

Most deprived — Least deprived