



Pupil premium strategy statement

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Grampound with Creed C of E School
Number of pupils in school	43
Proportion (%) of pupil premium eligible pupils	24% (10 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24/25 25/26 26/27
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rebecca Jane
Pupil premium lead	Rebecca Jane
Governor / Trustee lead	Tracey George

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6060
Recovery premium funding allocation this academic year – school led tutoring	n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	n/a
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	£6060

Part A: Pupil premium strategy plan

Statement of intent

At Grampound with Creed, our vision is for every pupil to flourish and shine their light in a safe, nurturing environment and walk a path of success following Jesus' example filled with pride and self-belief. Hope, trust, wisdom and love remain at the heart of all we do so every child flourishes in God's image and shines their light. We strive to ensure that **all** barriers to learning for disadvantaged pupils are removed to enable them to shine alongside their non-disadvantaged peers.

With this vision in mind when making decisions about using Pupil Premium funding, it is important to consider the specific barriers to learning for our disadvantaged children as well as recognising the challenges outlined within the EEF, which can include less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. At Grampound with Creed, we ensure we carefully consider the best way to allocate Pupil Premium funding each year following our rigorous data analysis and discussion around the unique needs of the pupils.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We 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
- In 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 means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

School Context

Grampound with Creed C of E School is a small village church school located in Truro on the South East of St Austell and part of the Rainbow Multi Academy Trust. We have three mixed-age classes; a year N/R class, a year 1/2/3 and a year 4/5/6 class.

Our ultimate objectives for our disadvantaged pupils are:

- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
- To support our children's health and wellbeing to enable them to access learning that will challenge them and promote success and support social, emotional and mental health development so that pupils are ready and resilient learners through bespoke provision, direct pupil support, parenting support and enhanced learning opportunities.
- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved as a result of high-quality continued CPD
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6
- To monitor and promote a love of reading across the school.

Challenges

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

Challenge number	Detail of challenge
1	<p>Narrowing the attainment gap across reading, writing and maths</p> <p>Many disadvantaged pupils report that they do not feel they are 'good' at maths, reading or writing particularly and in both year 2 and year 6, 0% of pupil premium pupils are working at or above age-related expectations.</p>
2	<p>Attendance and Punctuality issues</p> <p>The attendance figures for disadvantaged pupils have been highlighted in recent attendance analysis through working alongside the Education Welfare Officer. Pupil premium attendance is currently 90% and a higher percentage of disadvantaged pupils are late to school than non-disadvantaged pupils.</p>

3	<p>More frequent behaviour issues within a small group</p> <p>Disadvantaged pupils have on average experienced more Adverse Childhood Experiences which can impact behaviour and therefore academic progress. 20% of disadvantaged pupils have an individual behaviour plan.</p>
4	<p>Basic arithmetic and recall of number facts</p> <p>Knowledge of number bonds and times tables is lower for pupils eligible for Pupil Premium than for other pupils this is especially evident in the Year 2 and year 6 cohort.</p>

Intended outcomes

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

Intended outcome	Success criteria
Increased progress in reading, writing and maths	Achieve national average progress scores in KS2 Reading, Writing and Maths
Improved maths progress and arithmetic scores	Achieve national average progress scores in Maths
Improve attendance and punctuality of disadvantaged children	Improve attendance of disadvantaged pupils to at least national expectation (96%)
Reduced behaviour incidents	All disadvantaged pupils in EYFS will meet the expected standard for managing feelings and behaviours.



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: £1250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing quality first teaching through staff CPD	High quality staff CPD is essential to follow EEF principles for supporting disadvantaged pupils. This is followed up during staff meetings and INSET and key focuses are identified through regular school improvement monitoring.	1 and 4
<p>Engagement with the Kernow English Hub to improve attainment in early reading</p> <p>Weekly side by side coaching</p> <p>Regular monitoring of reading across the school</p> <p>Accelerated Reader subscription</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>The quality first delivery of whole class reading for pupils in year 2-6 off the programme allow us to focus on prioritising the development of reading comprehension strategies highlighted by the EEF as a key area to help early learners access the curriculum and become successful in all subjects.</p> <p>The introduction of Accelerated Reader within the school has given the staff a greater overview into what the children are reading and ensures that they are choosing the correct book to help them make progress in their reading.</p>	2

<p>All staff engaged in Behaviour Training</p> <p>Improve the quality of emotional and mental health support and teaching to ensure that pupils are ready to learn.</p>	<p>There is extensive evidence associated with improve child emotional and social skills with improved academic support. The EEF recognise this through their research in to social and emotional learning, stating that when delivered effectively, can have up to +4months progress within a year.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions delivered through the RWI Fast Track Tutoring programme for disadvantaged pupils who require further phonics support.</p>	<p>Small group focused tutoring is noted The EEF states that small group tutoring has an impact, on average, of 4 months over the course of a year, when carried out by a trained teacher or teaching assistant. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>The Kernow English Hub has recognised the impact of this 1:1 or small group intervention as a means of “keep up” not “catch up” for pupils.</p>	<p>2</p>
<p>Adults deployed to support the progress of pupils within quality-first teaching and through high quality interventions</p>	<p>The EEF toolkit guidance states that ‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovementplanning/2-targetedacademic-support</p>	<p>Adults deployed to support the progress of pupils within quality-first teaching and through high quality interventions</p>

<p>One-to-one tuition in maths to support a small number of disadvantaged pupils in meeting ARE at the end of KS2.</p>	<p>The key findings from EEF research indicate that, ‘On average, one to one tuition is very effective at improving pupil outcomes. Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.’</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £285

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school.</p> <p>Review of Relationships and Behaviour Policy</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>To broaden disadvantaged pupil’s range of opportunities and access to all aspects of school life by subsidising the cost of school trips, workshops, camps and breakfast/after school club, including ensuring that they have the best possible access to immediate remote learning.</p>	<p>To broaden disadvantaged pupil’s range of opportunities and access to all aspects of school life by subsidising the cost of school trips, workshops, camps and breakfast/after school club, including ensuring that they have the best possible access to immediate remote learning.</p>	

Total budgeted cost: £6060



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 2020 to 2021 academic year.

<p>Impact of PSA (Parent Support Advisor) Support</p>	<p>Strengthened communication with families resulted in earlier identification of barriers to attendance, wellbeing and engagement.</p> <p>Targeted pastoral work improved punctuality and ensured disadvantaged pupils were supported to access learning consistently.</p> <p>Behaviour and social emotional support impacted disadvantaged pupils positively as shown in the IDSR, with very low levels of exclusion over time. The IDSR shows that in 2022/23, 0% of disadvantaged pupils (FSM6) received a suspension, placing the school below national (non-significant) and demonstrating strong relational practice and early intervention. In 2023/24, although the proportion receiving one or more suspensions increased to 8.33%, this represents 1 pupil in a small cohort of 12, and the IDSR categorises this as Above (non-significant) with no significant change over time, indicating that this does not reflect a wider behavioural or cultural concern.</p> <p>The school’s evidence-based approach to supporting disadvantaged pupils—including targeted pastoral support, close family partnership, and rapid identification of emerging need—is preventing repeated or escalating exclusions. Overall, exclusions for disadvantaged pupils remain low, stable, and statistically non-significant, demonstrating that the school provides strong, inclusive behaviour support for its most vulnerable learners.</p>
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Families reported increased confidence in approaching the school for support, resulting in more proactive early help intervention. Parent feedback from these families below highlights this:



<p>Attendance of Disadvantaged Pupils</p>	<p>Attendance is a significant and sustained strength of the school. Whole-school attendance has improved year-on-year, rising from 94.0% in 2022/23 to 95.2% in 2023/24, and further to 96.2% in 2024/25, consistently meeting or exceeding national rates in every year (national: 94.1%, 94.5%, 94.8%). The most recent year is categorised as Above the national distribution banding, with the IDSR identifying a pattern of relative improvement across consecutive years. This reflects the effectiveness of our proactive attendance strategy, early-help systems, and strong family engagement.</p> <p>Persistent absence for disadvantaged children reduced due to strengthened monitoring and earlier intervention led by the PSA and leaders. Their attendance has risen steadily (92.9% → 94.3% → 95.4%), and in both 2023/24 and 2024/25 the school’s FSM6 attendance is categorised as Above national (school: 94.3% & 95.4% vs national: 92.0% & 92.4%). In 2024/25 this is flagged as a “small cohort,” but performance remains exceptional. The IDSR clearly notes relative improvement for this group, evidencing that our targeted tiered Pupil Premium strategy is having measurable impact.</p>
<p>Phonics Screening Check (PSC) Data – Disadvantaged Pupils</p>	<p>100% of disadvantaged pupils passed the Phonics Screening Check.</p> <p>This improvement reflects the impact of targeted early reading support, high-quality teaching, and the school’s investment in Read Write Inc CPD and staff development.</p> <p>Additional TA cover enabling staff to attend phonics training ensured full fidelity to the programme and consistent delivery across the school.</p> <p>Whole-cohort outcome remained high at 100%, demonstrating strong quality of phonics teaching.</p>
<p>KS2 Attainment – Disadvantaged Pupils</p>	<p>Disadvantaged pupils achieved outcomes broadly in line with their peers across reading, writing and maths.</p>  <p><i>Staff show a strong awareness of individual pupils' needs, particularly key and vulnerable children.</i></p> <p><i>Pupils were highly motivated and eager to succeed.</i></p> <p>Exciting Feedback!!</p> <p><i>Clear behaviour routines were well embedded and supported positive learning behaviours from the youngest pupils.</i></p> <p><i>Focused approaches helped children quickly catch up on any gaps in their learning and make good progress.</i></p> <p>Grampond with Creed C of E School</p> <p><i>Where every child flourishes, achieves and shines their light</i></p>

Targeted intervention, including small-group pre-teaching and tutoring, supported progress for pupils who were at risk of falling behind.

End of Key Stage Two

Reading – 72% 6/7 pupils

Writing – 72% 6/7 pupils

Maths – 57% - 5/7 pupils

Disadvantaged pupils made strong progress from their starting points, particularly in reading, reflecting the school's prioritisation of early literacy. Funding removed financial barriers, ensuring equitable participation in the wider curriculum, for example, sailing and bushcraft lessons.

Increased participation and engagement contributed

positively to confidence, wellbeing and sense of belonging.





Disadvantaged pupils accessed additional physical activity opportunities, improving fitness, teamwork and emotional regulation.

Access to gym sessions and sports clubs improved levels of physical confidence and engagement in PE.

For some pupils, these activities provided structured positive outlets supporting behaviour and wellbeing.





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
National Tutoring Programme	Teaching Personnel

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA