

Cape Cornwall School

Pupil Premium Strategy

Academic Year 2025-2028

Pupil Premium Strategy Statement

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 effect that last year's spending of Pupil Premium had within our school.

School Overview

Detail	Data
School name	Cape Cornwall School
Number of pupils in school	302
Proportion (%) of Pupil Premium eligible pupils	39% Pupil Premium (118 students) 37% FSME6 (112 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26, 2026/27, 2028/29
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mr Jon Hall - Headteacher
Pupil Premium Lead	Mr Jon Hall - Headteacher
LMC / Trustee Lead	Mrs Ruth Sellors - Chair of LMC Mrs Anita Firth – Chair of Trustees

Funding Overview

Detail	Amount 2025-2026	Amount 2026-2027	Amount 2027-2028
Pupil premium funding allocation this academic year	£119,385.47	£126,247.51	£131,594.82
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0	0	0

Total budget for this academic year If your school is an Academy in a Trust that pools this funding, state the amount available to your school this academic year	£119,385.47	£126,247.51	£131,594.82
---	-------------	-------------	-------------

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Cape Cornwall School, our aim is to ensure that every pupil, regardless of their background or the challenges they face, achieves high standards across all areas of learning. Our Pupil Premium Strategy is focused on providing targeted support for disadvantaged pupils to help them reach ambitious academic outcomes. We are committed to ensuring that all disadvantaged students are supported to achieve the highest outcomes possible and to thrive within a culture of high expectations.

We understand that some pupils face additional challenges, such as those with a Social Worker or Young Carers, and we are committed to providing the support they need to overcome these barriers. Our approach is designed to meet the needs of all our pupils, ensuring that they are given every opportunity to succeed, regardless of their circumstances.

Our approach is designed to support all pupils, whether disadvantaged or not, with a focus on high-quality, 'quality-first' teaching. This ensures that disadvantaged pupils receive the specific support they need, helping to eliminate the attainment gap while benefiting all pupils. Our strategy is based on robust diagnostic assessments, addressing both common challenges and individual needs. By focusing on targeted interventions and continuous support, we aim to sustain and improve the attainment of both disadvantaged and non-disadvantaged pupils. Each approach we adopt complements the others, working together to help all pupils achieve their full potential.

To ensure they are effective we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupil outcomes and raise expectations of what they can achieve.
- Act early to provide support once a need has been identified.
- Eliminate the attainment gap between pupil premium and their peers.
- Address non-academic barriers to attainment such as attendance, behaviour and cultural capital.
- Ensure that the Pupil Premium grant reaches pupils who need it the most, with the recognition that not all students who are socially disadvantaged are registered or qualify for Free School Meals.

Challenges

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

	Detail of challenge
1.	<p><u>Attainment</u></p> <p>The A8 outcome of 38.4 is below the 2024 and 7.5 below the National Average. This is the same for the A8 outcome for disadvantaged students of 20.3 compared to the 2024 outcome of 26.8 and the national outcome of 34.6.</p> <p>The 2025 Basics 5+ outcome of 31.6% is 6% above the 2024 outcome and is 13.6% below the National 2025. This is a key priority area for the school for 2025-26, so that the outcome is at least in line with National Average.</p> <p>The outcome of 7.7% for disadvantaged students is 2.3% worse than the 2024 outcome and 17.9% below the National 2025 figure.</p> <p>For English, the outcome of 41.2% for disadvantaged students shows an improvement of 0.6% compared to the 2024 outcome.</p> <p>For Maths, the outcome of 7.7% for disadvantaged students is significantly below the national outcome of 30.7%.</p> <p>The 2025 Basics 4+ outcome of 57.9% close to average but lower than the 2024 outcome of 59%. The outcome of 15.4% for disadvantaged students is significantly lower than national (43.5%. For English, the outcome of 30.8% for disadvantaged students is significantly lower than in 2024. For Maths, the outcome of 61.4% is below national outcomes but not significantly (69.4%). The maths outcomes for disadvantaged students has seen a drop 23.1% vs 50%.</p> <p>NB: There were 5 students from our Kites ARB in this cohort, equating to approximately 10% of the cohort.</p>
2.	<p><u>KS3 Curriculum Mastery</u></p> <p>Many Pupil Premium students at Cape Cornwall School begin KS3 with gaps in literacy, numeracy, and background knowledge, limiting their ability to access and master the curriculum. These gaps are often linked to social disadvantage, SEND, and reduced cultural capital.</p> <p>Key barriers include:</p> <ul style="list-style-type: none">• Limited vocabulary and reading fluency, affecting comprehension across subjects;• Poor retention of key knowledge, hindering cumulative learning;• Restricted access to enrichment opportunities that build schema and context;• Low confidence and limited metacognitive skills, reducing independent learning. <p>These challenges impact progress and readiness for KS4. Our strategy focuses on early intervention, high-quality teaching, and targeted support to close these gaps and ensure all learners achieve curriculum.</p>

3.	<p><u>Literacy: Reading Age Disparity</u></p> <p>A significant number of students eligible for the Pupil Premium at Cape Cornwall School have reading ages below their chronological age on entry, which limits access to the curriculum and affects progress across subjects. This gap is particularly evident in KS3, where reading demands increase and comprehension becomes critical for subject mastery.</p> <p>Key issues include:</p> <ul style="list-style-type: none"> • Delayed decoding and fluency skills; • Limited exposure to rich and varied texts; • Reduced confidence and engagement with reading; • Impact on written expression and vocabulary acquisition. <p>Closing the reading age gap is essential to improving outcomes and ensuring equitable access to learning.</p>																																																																						
4.	<p><u>Attendance and Punctuality</u></p> <p>Attendance and punctuality rates are generally lower, and persistent absence is higher.</p> <p><u>2024-2025</u></p> <p>All students (229 pupils): Present 90.1% Ever-6 FSM (112 pupils): Present 88.5%</p> <p>All pupils - Attendance</p> <table border="1"> <thead> <tr> <th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Sch trend vs Nat trend</th><th>School context</th></tr> </thead> <tbody> <tr> <td>2024/25 (2 term)</td><td>296</td><td>90.1%</td><td>91.9%</td><td>Below</td><td>Relative decline</td><td>-</td></tr> <tr> <td>2023/24 (3 term)</td><td>284</td><td>89.5%</td><td>91.1%</td><td>Below</td><td>Relative improvement</td><td>-</td></tr> <tr> <td>2022/23 (3 term)</td><td>247</td><td>87.9%</td><td>91.0%</td><td>Below</td><td>Relative decline</td><td>High - SEN</td></tr> <tr> <td>2018/19 (3 term)</td><td>291</td><td>92.8%</td><td>94.5%</td><td>Below</td><td>Not available</td><td>High - SEN</td></tr> </tbody> </table> <p>FSM6 - Attendance</p> <table border="1"> <thead> <tr> <th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Sch trend vs Nat trend</th><th>School context</th></tr> </thead> <tbody> <tr> <td>2024/25 (2 term)</td><td>102</td><td>87.5%</td><td>87.3%</td><td>Close to average</td><td>Relative decline</td><td>-</td></tr> <tr> <td>2023/24 (3 term)</td><td>91</td><td>86.6%</td><td>86.0%</td><td>Close to average</td><td>Relative improvement</td><td>-</td></tr> <tr> <td>2022/23 (3 term)</td><td>78</td><td>83.9%</td><td>86.0%</td><td>Below</td><td>Relative decline</td><td>High - SEN</td></tr> <tr> <td>2018/19 (3 term)</td><td>77</td><td>90.0%</td><td>91.8%</td><td>Below</td><td>Not available</td><td>High - SEN</td></tr> </tbody> </table>	Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context	2024/25 (2 term)	296	90.1%	91.9%	Below	Relative decline	-	2023/24 (3 term)	284	89.5%	91.1%	Below	Relative improvement	-	2022/23 (3 term)	247	87.9%	91.0%	Below	Relative decline	High - SEN	2018/19 (3 term)	291	92.8%	94.5%	Below	Not available	High - SEN	Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context	2024/25 (2 term)	102	87.5%	87.3%	Close to average	Relative decline	-	2023/24 (3 term)	91	86.6%	86.0%	Close to average	Relative improvement	-	2022/23 (3 term)	78	83.9%	86.0%	Below	Relative decline	High - SEN	2018/19 (3 term)	77	90.0%	91.8%	Below	Not available	High - SEN
Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context																																																																	
2024/25 (2 term)	296	90.1%	91.9%	Below	Relative decline	-																																																																	
2023/24 (3 term)	284	89.5%	91.1%	Below	Relative improvement	-																																																																	
2022/23 (3 term)	247	87.9%	91.0%	Below	Relative decline	High - SEN																																																																	
2018/19 (3 term)	291	92.8%	94.5%	Below	Not available	High - SEN																																																																	
Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context																																																																	
2024/25 (2 term)	102	87.5%	87.3%	Close to average	Relative decline	-																																																																	
2023/24 (3 term)	91	86.6%	86.0%	Close to average	Relative improvement	-																																																																	
2022/23 (3 term)	78	83.9%	86.0%	Below	Relative decline	High - SEN																																																																	
2018/19 (3 term)	77	90.0%	91.8%	Below	Not available	High - SEN																																																																	

	There is a year-on-year improvement in our attendance since implementing the TPAT tiered approach, but we aspire for there not to be any difference. Our focus is on reducing persistent absence, particularly for FSM and PP students.																																																								
5.	<p><u>Exclusions and Suspensions</u></p> <p>1+ suspensions</p> <p>All pupils - 1 or more suspensions</p> <table border="1"> <thead> <tr> <th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Trend</th><th>School context</th></tr> </thead> <tbody> <tr> <td>2023/24</td><td>269</td><td>13.75%</td><td>7.83%</td><td>Above (sig+)</td><td>No sig change</td><td>-</td></tr> <tr> <td>2022/23</td><td>232</td><td>12.93%</td><td>7.12%</td><td>Above (sig+)</td><td>No sig change</td><td>High - SEN</td></tr> <tr> <td>2021/22</td><td>235</td><td>10.64%</td><td>6.02%</td><td>Above (sig+)</td><td>Not available</td><td>High - SEN</td></tr> </tbody> </table> <p>FSM6 - 1 or more suspensions</p> <table border="1"> <thead> <tr> <th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Trend</th><th>School context</th></tr> </thead> <tbody> <tr> <td>2023/24</td><td>85</td><td>18.82%</td><td>16.57%</td><td>Close to average (non-sig)</td><td>No sig change</td><td>-</td></tr> <tr> <td>2022/23</td><td>73</td><td>9.59%</td><td>15.16%</td><td>Below (non-sig)</td><td>No sig change</td><td>High - SEN</td></tr> <tr> <td>2021/22</td><td>83</td><td>18.07%</td><td>13.01%</td><td>Above (non-sig)</td><td>Not available</td><td>High - SEN</td></tr> </tbody> </table> <p>Data from 2024-25 demonstrates a % suspension per 100 rate of 13.75% for all students and for PP students there is a rate of 18.82%. This is higher than national rates for all students and close to average for disadvantaged students.</p> <p>It is a priority to reduce the suspension rate at Cape Cornwall School. Key contributing factors could include:</p> <ul style="list-style-type: none"> • Unidentified or unsupported SEND; • Poor emotional regulation and low resilience; • Limited access to early intervention and pastoral support; • External factors impacting behaviour and wellbeing. <p>Reducing exclusions is essential to safeguarding learning continuity and ensuring equitable access to education for disadvantaged pupils.</p>	Year	Cohort	School	National	National distribution banding	Trend	School context	2023/24	269	13.75%	7.83%	Above (sig+)	No sig change	-	2022/23	232	12.93%	7.12%	Above (sig+)	No sig change	High - SEN	2021/22	235	10.64%	6.02%	Above (sig+)	Not available	High - SEN	Year	Cohort	School	National	National distribution banding	Trend	School context	2023/24	85	18.82%	16.57%	Close to average (non-sig)	No sig change	-	2022/23	73	9.59%	15.16%	Below (non-sig)	No sig change	High - SEN	2021/22	83	18.07%	13.01%	Above (non-sig)	Not available	High - SEN
Year	Cohort	School	National	National distribution banding	Trend	School context																																																			
2023/24	269	13.75%	7.83%	Above (sig+)	No sig change	-																																																			
2022/23	232	12.93%	7.12%	Above (sig+)	No sig change	High - SEN																																																			
2021/22	235	10.64%	6.02%	Above (sig+)	Not available	High - SEN																																																			
Year	Cohort	School	National	National distribution banding	Trend	School context																																																			
2023/24	85	18.82%	16.57%	Close to average (non-sig)	No sig change	-																																																			
2022/23	73	9.59%	15.16%	Below (non-sig)	No sig change	High - SEN																																																			
2021/22	83	18.07%	13.01%	Above (non-sig)	Not available	High - SEN																																																			

6.	<p><u>Participation in Wider School Life</u></p> <p>It is vital for all students to be involved in the wider school life of the school. Although there is positive involvement in Cape Active and performing arts, it is important that this is maintained and also that students from all key cohorts are represented in our student leadership programme as well as other aspects of wider school life.</p> <p>All students were involved in our 'Be Inspired' Programme in the last academic year.</p> <p>There is a strong 'Cape Active' provision. Over 90% students also represent the school at sports in Years 7-9. As a school, we take full advantage of opportunities available at county and local level, including Penwith Sports.</p> <p>Creative / performing arts flourish at Cape Cornwall School. A significant number of students participate in our choir, creative arts activities and drama. There is a strong representation from students eligible for the Pupil Premium.</p>
7.	<p><u>Parental Engagement and Support</u></p> <p>Parental engagement among Pupil Premium families is often lower, which can affect attendance, learning habits, and overall pupil outcomes. Some families face barriers such as limited time, confidence, or understanding of how to support learning at home. Key challenges include:</p> <ul style="list-style-type: none"> • Reduced attendance at school events and progress meetings; • Limited home support for reading, homework, and routines; • Lower levels of communication and partnership with school; • External pressures impacting parental capacity to engage. <p>Improving parental engagement is key to strengthening home-school partnerships and supporting sustained progress for disadvantaged learners.</p>
8.	<p><u>Post-16 Progression</u></p> <p>Baseline data showed 0% of the 2024 cohort were NEET.</p> <p>Pupil Premium students at Cape Cornwall School are less likely to pursue aspirational academic post-16 pathways, for example A-levels. A significant number of our Kites students are from disadvantaged backgrounds. For these students, Post-16 pathways are bespoke and in line with student need.</p> <p>Key barriers can include:</p> <ul style="list-style-type: none"> • Lower attainment and reduced readiness for Level 3 study; • Limited awareness of post-16 opportunities and pathways; • Fewer encounters with employers, colleges, and role models; • Anxiety around transition and lack of tailored guidance; • Geographical isolation. <p>Improving post-16 progression is vital to raising aspirations and ensuring disadvantaged students can access meaningful next steps in education, employment, or training.</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
<p>1. Children whose families are eligible to receive the pupil Premium have an A8, Basics 4+, Basics 5+ and 7+ measure at end of KS4 which increases year on year.</p>	<p>Internal and external data will evidence incremental increases in attainment for pupils eligible for Pupil Premium. Outcomes at Key Stage 4, particularly in the Basics and A8, are at least in line with national averages and shows no gap compared to non-disadvantaged students.</p> <p>Data monitoring shows outcomes at least in line with non-disadvantaged students and at least in line with national averages.</p> <p><i>Monitored by LMC, SLT, Curriculum leaders in LMC/raising standards/Link meetings.</i></p>
<p>2. Mastery of the curriculum at Key Stage 3 is in line with expectation and shows no gap compared to non-disadvantaged students.</p>	<ul style="list-style-type: none"> • KS3 assessment data shows Pupil Premium students achieving curriculum mastery in line with non-disadvantaged peers; • The proportion of disadvantaged students working at or above age-related expectations increases year-on-year; • Gaps in attainment between disadvantaged and non-disadvantaged students narrow across core subjects; • Formative and summative data reflect improved retention, understanding, and application of key concepts; • Monitoring shows consistent progress across all year groups, with early intervention where needed. <p><i>Monitored by LMC, DHT (data & assessment), SLT, Subject staff through regular link meetings.</i></p>
<p>3. All students make good progress in reading with reading ages matching or exceeding chronological age.</p>	<ul style="list-style-type: none"> • In reading diagnostic assessments, all students make good progress; assessments demonstrate that interventions are closing gaps; • The reading profile is the same across different cohorts. The range of reading ability is distributed equally; • Reading ages of Pupil Premium students are at least in line with their chronological age for the vast majority of students – unless specific barriers exist to prevent this; • The gap between reading ages of disadvantaged and non-disadvantaged students is narrowed or closed

	<ul style="list-style-type: none"> • Regular assessment shows sustained improvement in reading fluency and comprehension; • Targeted literacy interventions lead to measurable progress for identified students; • Improved reading confidence and engagement is evident through student voice and classroom observation. <p><i>Monitored by LMC, AHT (data & assessment), SLT, Curriculum Leaders through regular Link meetings.</i></p>
<p>4. Attendance meets national expectations across all cohorts. Persistent Absence is significantly lower across all cohorts.</p>	<ul style="list-style-type: none"> • There is a clear strategy in place that is fully understood by all stakeholders. This clearly articulates roles and responsibilities and lines of accountability; • In termly reports to the Local Monitoring Committee, attendance is in line with national expectations; • Form tutors proactively support attendance with a sense of urgency. There are strong relationships between form tutors and parents / carers as evidenced by staff and student voice; • In classrooms and tutor bases, attendance information is displayed clearly and is regularly updated; • Students with low attendance are supported by the attendance support team with regular slots for support and coaching; • Termly reports to Governors report incremental improvements in whole school attendance; • Attendance for both non-PP children and PP children will be above 94% • The number of children who are eligible for the Pupil Premium and are persistently absent is less than 18%.: • There will be a reduced number of pupils eligible for Pupil Premium at Tier 1 of the Attendance Strategy; • There will be a reduced number of disadvantaged families receiving fixed penalty notices. <p><i>Monitored by AHT (Behaviour and Attendance Lead); SLT in fortnightly meetings. Supported by Attendance Lead; Trust EWO – overseen by Trust Attendance Lead</i></p>
<p>5. The number of suspensions is reduced for all students. On the rare occasion that there is a need for a suspension, the ratio of suspensions across key cohorts is broadly equal.</p>	<ul style="list-style-type: none"> • In termly reports, it is clear that there is an even distribution of House Points across all key cohorts;

<p>As a school, there is an even distribution of House Points. In student voice, students report high levels of engagement.</p>	<ul style="list-style-type: none"> • In termly reports to the Local Monitoring Committee, the number of behaviour points for all students is reduced; • Levels of suspensions across the school reduce across all cohorts; • When evaluating student voice, it is clear that across all cohorts, students report the same levels of satisfaction. Over time there is incremental improvements in the amount of positive feedback; • The rate of exclusions and suspensions for disadvantaged students reduces year-on-year, term on term and term by term compared to previous years; • Disadvantaged students' behaviour outcomes are in line with their non-disadvantaged peers; • Suspension rates for Pupil Premium students fall below national averages; • Early intervention and pastoral support lead to improved engagement and reduced repeat incidents; • Behaviour data shows a narrowing gap between disadvantaged and non-disadvantaged pupils. <p>Monitored by LMC, SLT, Behaviour team in regular Inclusion meetings – at least half termly; Trust Inclusion Lead</p>
<p>6. Engagement in wider activities such as the extra-curricular programme, is at a level which is at least in line with non-disadvantaged students.</p>	<ul style="list-style-type: none"> • Participation rates in extra-curricular activities among Pupil Premium students are at least in line with their non-disadvantaged peers; • Disadvantaged students are proportionately represented in clubs, trips, leadership roles, and enrichment opportunities; • Barriers to participation (e.g. cost, transport, confidence) are identified and addressed through targeted support; • Student voice and engagement surveys show increased enjoyment and sense of belonging; • Monitoring data shows sustained involvement over time, not just one-off participation. <p>Monitored by LMC, AHT (Personal Development), SLT through regular meetings.</p>

<p>7. Parents of children who are eligible for the Pupil Premium are involved in the school community and attend events.</p>	<ul style="list-style-type: none"> • Improved attendance of Pupil Premium parents at school events, workshops, and progress meetings; • The amount and quality of home communication with families who are eligible for the Pupil Premium will improve - as evidenced by surveys and feedback; • Targeted outreach leads to improved engagement from harder-to-reach families; • A measurable increase in parental participation in enrichment, transition, and support programmes; • All children who are entitled to Pupil Premium will complete home learning every week; • 85% of Pupil Premium eligible parents/carers will attend Parents Evenings; • Our 'Cradle to Career' work will focus on local systems and, as a result, parental engagement. <p><i>Monitored by SLT /Pupil Premium Lead / C2C Lead</i></p>
<p>8. Progression to appropriate Further Education is well supported, so that no disadvantaged student is at risk of being NEET.</p>	<ul style="list-style-type: none"> • 100% of Pupil Premium students progress to appropriate post-16 education, employment, or training; • No disadvantaged student is classified as NEET (Not in Education, Employment, or Training); • Targeted careers guidance and transition support are in place for all students eligible for the pupil Premium • Destinations data shows parity between disadvantaged and non-disadvantaged cohorts; • Student voice and follow-up data reflect increased confidence and aspiration in post-16 planning. <p><i>Monitored by LMC, AHT (Careers), SLT through regular meetings.</i></p>

Activity in this academic year

Teaching: minimum 50% of budget (for example, CPD, recruitment and retention)

Budgeted Cost: £60 000.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Invest in 'Teaching Walkthrus' platform to support improvements in teaching; • Subscribe to 'Steplab' to support quality assurance and bespoke CPD; • Coaching Lead to attend training events; • Diagnostic testing for reading across the whole school; sustained investment in resources to support reading; • Train staff to improve standards in reading, particularly for the weakest readers. Support training for the Literacy lead to gain the necessary training, for example through subscription to SlinkY literacy network; • Recruit and retain subject specialist teachers in all national curriculum subjects, especially maths. Where necessary, pay Recruitment and Retention allowance to secure strong appointments; • Provide effective CPD for subject specialists to ensure that subject knowledge is secure and able to manage misconceptions, e.g. subscriptions to online CPD platform and support for Trust-wide Subject Network groups; • Direct PP funding to provide sufficient resources to support targeted practice, for example Sparx Maths / Sparx Reader / Sparx Science programmes; • Invest in the ASDAN programme and upskill teachers in its delivery. 	<p>To strengthen and maintain consistently high-quality teaching, CPD must be embedded into everyday practice.</p> <p>Cape Cornwall School's incremental coaching programme supports staff through step-by-step development, focusing on manageable improvements, continuous feedback, and confidence building.</p> <p>Delivered via StepLab and shaped by the TPAT Pedagogy Project, the programme uses Walkthrus to target a specific area of teaching each half term. These areas—such as live modelling and oracy—align with whole-school priorities and are selected to maximise impact for all learners, particularly those eligible for Pupil Premium.</p> <p>Intended Impact:</p> <ul style="list-style-type: none"> • Sustain high-quality, evidence-informed pedagogy across the school; • Build teacher expertise through focused, ongoing coaching; • Improve outcomes for disadvantaged students through improved classroom delivery; • To sustain high-quality teaching, CPD must be embedded into daily practice. The Education Endowment Foundation (EEF) identifies high-quality teaching as the most powerful lever for improving outcomes, especially for disadvantaged pupils. Their Guide to the Pupil Premium emphasises that effective teaching is the foundation of any successful strategy to close the attainment gap. 	1, 3, 5

	<p>The EEF's Effective Professional Development guidance outlines four key mechanisms for impactful CPD: building knowledge, motivating staff, developing techniques, and embedding practice. Incremental coaching—delivered via StepLab and shaped by Walkthrus—aligns closely with these mechanisms by promoting gradual improvement, confidence building, and sustainable change.</p> <p>EEF-funded trials such as the Early Career Support Pilot and Peer-to-Peer Coaching show that coaching models can improve teacher practice and pupil outcomes, particularly when focused on metacognition and deliberate practice.</p> <p>The EEF also highlights that embedded, well-designed CPD improves pupil outcomes and helps close the disadvantage gap. Their Teaching and Learning Toolkit supports this.</p>	
<p>Use funding to support school's Digital Transformation</p>	<p>Cape Cornwall School is embedding a Digital Transformation Strategy to ensure equitable access to high-quality learning for all students, particularly those eligible for Pupil Premium.</p> <p>This strategy includes a clear pedagogical rationale, targeted CPD for staff, and a focus on improving standards and outcomes through purposeful use of technology.</p> <p>The approach is guided by the EEF's Using Digital Technology to Improve Learning guidance report, which emphasises that technology must be used to enhance teaching, not replace it.</p> <p>Key areas of impact include:</p> <ul style="list-style-type: none"> • Direct instruction and modelling: Technology can improve the clarity and accessibility of explanations; • Assessment: Digital tools can increase the accuracy and efficiency of formative assessment; • Feedback: Technology can support timely, targeted feedback to address misconceptions. 	

	<p>The strategy aligns digital tools with curriculum intent and teaching priorities. CPD will focus on building staff confidence and competence in using technology to support learning, particularly for disadvantaged pupils.</p> <p>EEF guidance report: using digital technology to improve learning with impact through direct instruction (and modelling), assessment and feedback.</p>	
<p>Digital Access – Stylus Provision for FSM Students</p>	<p>Provide a stylus for every FSM student to support equitable access to digital learning across the curriculum. This initiative enhances engagement, supports independent learning, and ensures disadvantaged students can fully participate in technology-enabled teaching.</p> <ul style="list-style-type: none"> • <u>EEF – Using Digital Technology to Improve Learning</u> – Highlights the importance of access to digital tools in supporting learning, especially when combined with effective teaching. • <u>EEF – Metacognition and Self-Regulation</u> – Stylus use can support planning, note-taking, and reflection, key components of independent learning. • <u>EEF – Closing the Digital Divide</u> – Emphasises the need to address digital inequality to improve outcomes for disadvantaged pupils. • Improved access to digital learning and curriculum resources. • Enhanced engagement and independence through active use of technology. • Greater equity in classroom participation and homework completion. 	<p>1, 4, 7</p>
<p>Embedding Self-Understanding and Cognitive Learning Strategies</p>	<p>Cape Cornwall School is embedding self-understanding and cognitive learning strategies as foundational elements of educational success. Staff explicitly support Pupil Premium students—particularly those approaching exams—in developing metacognitive skills, effective revision techniques, and learning-to-learn strategies.</p>	<p>1, 5, 7, 8</p>

	<p>This approach is guided by the EEF's Metacognition and Self-Regulated Learning guidance report, which shows that metacognitive strategies can lead to +7 to +8 months of additional progress, especially for disadvantaged pupils. Key recommendations include:</p> <ul style="list-style-type: none"> • Teaching metacognitive strategies alongside subject content; • Supporting pupils to plan, monitor, and evaluate their learning; • Modelling metacognitive thinking and promoting learner independence. <p>Additionally, the EEF's Feedback strand highlights that high-quality feedback—focused on task, subject, and self-regulation—can lead to +6 months of progress. This reinforces the importance of formative assessment and reflective learning practices.</p> <ul style="list-style-type: none"> • Equip disadvantaged learners with the tools to study effectively and independently; • Improve exam readiness and confidence through explicit teaching of revision and learning strategies; • Foster long-term academic resilience and self-regulation. 	
--	--	--

Targeted academic support: Maximum 25% of budget (for example, tutoring, 1:1 support, structured interventions)

Budgeted Cost: £30,000.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Ensure Year 11 children receive subject-specific support to achieve the support to reach their next stage of education / training, especially in maths; • Employ a Head of Lower School to support personal development with a focus on identifying / removing barriers to learning and attendance, especially around mental health; 	<ul style="list-style-type: none"> • EEF Guidance Report, 'Improving Literacy in Secondary School'; • Nationally available data demonstrates that children with weak reading skills struggle to access the wider curriculum; • Wider reading that collates international research; 	1, 2, 3, 4, 5

<ul style="list-style-type: none"> • Deploy additional resources into the support of numeracy for our weakest students; • Fund short term alternative provisions where this is needed to support a return to mainstream curriculum. 		
---	--	--

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy targeted interventions	<p>Literacy:</p> <ul style="list-style-type: none"> • Graduated Reading Interventions: Daily, 6-week cycles led by the Literacy Specialist LSAs for students furthest behind. • Disciplinary Literacy: Subject-specific reading strategies embedded across the curriculum. <p><u>Evidence Base</u></p> <p>Improving Literacy in Secondary Schools EEF – EEF Guidance Report</p> <p>Reading comprehension strategies EEF – EEF Toolkit</p> <p>Phonics – EEF Toolkit</p> <p>EEF blog: Phonics - mastering the basics of reading EEF</p> <p>Read Write Inc. Phonics and Fresh Start - trial EEF</p> <p>Oral Language Interventions – EEF Toolkit</p> <p>Small Group Tuition – EEF Toolkit</p> <p>EEF blog: Teaching reading - Embedding comprehension strategies EEF</p> <p>David Didau: Why 'just reading' might make more of a difference than teaching reading – David Didau</p> <p><u>Intended Outcomes</u></p> <ul style="list-style-type: none"> • Accelerated progress in reading age for disadvantaged students; • Improved comprehension, vocabulary, and reasoning through targeted literacy and numeracy support; • Increased engagement with reading and collaborative maths learning; • Reduction in the number of disadvantaged students below age-related expectations in English; • Strengthened disciplinary literacy across subjects. 	1, 2, 4, 7, 8

Online learning packages	<ul style="list-style-type: none"> • Sparx Maths/ Science: Adaptive homework and revision platform that supports independent learning, consolidates key mathematical / scientific knowledge, and tracks engagement and progress. <p>These platforms are used to: support home learning and revision, reinforce curriculum content, provide targeted practice for disadvantaged students, increase engagement and confidence in core subjects.</p> <p><u>Evidence base</u></p> <p>Homework – EEF Teaching & Learning Toolkit Digital Technology – EEF Toolkit Using Digital Technology to Improve Learning – EEF Guidance Report</p> <p>EEF Blog: Homework – What Does the Evidence Say?</p>	1, 4, 6, 7, 8
Year 11 Revision Support Programme – to include transport provision for disadvantaged learners	<p>Targeted After-School/ Holiday Revision Programme: Structured sessions for Year 11 students focused on closing specific knowledge gaps in publicly examined subjects.</p> <p>Designed to remove barriers to attainment at all levels and support students who may struggle to revise effectively at home.</p> <p>Sessions prioritise exam technique, retrieval practice, and personalised academic support.</p> <p>These approaches are shown to be particularly effective when: tuition is targeted at specific learning gaps, delivered by trained staff, integrated with classroom teaching and curriculum content.</p> <p><u>Evidence base</u></p> <p>One to One Tuition – EEF Teaching & Learning Toolkit Small Group Tuition – EEF Teaching & Learning Toolkit</p> <p><u>Intended Outcomes</u></p> <ul style="list-style-type: none"> • Accelerated progress for disadvantaged Year 11 students in core subjects; • Improved confidence and preparedness for GCSE exams; • Reduction in gaps in knowledge and skills that hinder progress and outcomes; • Increased engagement with revision and independent study; • Evidence of impact through assessment data, attendance tracking, and student feedback. 	1, 5

<p>Pastoral Support. Fund a Head of Lower School to support wellbeing and pastoral needs of students in Years 7-9.</p>	<p>Use some of the funding to bolster pastoral support in school so that there is a strong pastoral team in school. This to support with attendance and wellbeing.</p> <p>It is clear that there is an increased need to support student wellbeing and positive mental health. This has a strong impact of academic outcomes.</p> <p>There are range of studies that highlight some of the challenges.</p> <p>https://youthfuturesfoundation.org/publication/report-understanding-drivers-of-recent-trends-in-young-peoples-mental-health/</p> <p>Understanding the crisis in young people's mental health - The Health Foundation</p>	<p>1, 2, 3, 4</p>
--	---	-------------------

Wider strategies: maximum 25% of budget (for example, related to attendance, behaviour, wellbeing)

Budgeted Cost: £29, 385.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Tiered Strategy led by Attendance Team</p>	<p>Embed the school's Attendance Policy and tiered procedures, deploying Pastoral Leaders, tutors, Attendance Officer, Inclusion Lead and Trust EWO to target and support disadvantaged students. Monitor data weekly, intervene early, and engage families to reduce persistent absence. Ensure consistent implementation of classroom catch-up strategies to maximise access to high-quality teaching.</p> <p><u>Evidence Base</u></p> <ul style="list-style-type: none"> • DfE (2015) – The Link Between Absence and Attainment • EEF – The Pupil Premium Guide • DfE (2022) – Working Together to Improve School Attendance <p><u>Intended outcomes</u></p> <ul style="list-style-type: none"> • Improved attendance and reduced persistent absence, enabling consistent access to high-quality teaching; • Accelerated progress through embedded catch-up strategies that close gaps caused by missed learning; • Stronger engagement and wellbeing through early, targeted pastoral support and family involvement. 	<p>2, 1, 4, 5</p>

<p>Removing Barriers to Curriculum and Enrichment Access</p>	<p>Provide financial support to disadvantaged students to access the full curriculum and wider opportunities. This includes: DofE programme, DT ingredients/resources, revision materials, transport, enrichment activities trips and visits etc...</p> <p><u>Evidence Base</u></p> <ul style="list-style-type: none"> EEF – <i>Small Group Tuition</i> – Supports progress when access to learning is targeted. EEF – <i>Behaviour Interventions</i> – Promotes engagement and participation. EEF – <i>One-to-One Tuition</i> – Effective when tailored to individual needs and barriers. <p><u>Intended outcomes</u></p> <ul style="list-style-type: none"> Improved attendance and engagement through reduced financial and practical barriers; Increased participation in enrichment and cultural capital-building experiences; Enhanced sense of belonging and aspiration through inclusive access to opportunities. 	<p>1, 2, 4, 5, 6, 7</p>
<p>Focused Careers & Post-16 Transition Support</p>	<p>Targeted careers and transition support ensures all disadvantaged students are enrolled in appropriate Post-16 provision by the end of Year 11. Support includes personalised guidance, employer engagement, and signposting to vocational and academic pathways.</p> <p><u>Evidence Base</u></p> <ul style="list-style-type: none"> EEF – Employer Engagement in Education – Improves pupil outcomes, aspirations, and understanding of career pathways. EEF – Careers Education Review – Highlights the impact of structured careers education on motivation and attainment. Gatsby – <i>Good Career Guidance Benchmarks</i> – Framework for effective careers provision linked to improved destinations and engagement. <p><u>Intended outcomes</u></p> <ul style="list-style-type: none"> Improved Post-16 progression through personalised careers guidance and transition planning; Raised aspirations and motivation via employer engagement and exposure to future pathways; Reduced NEET risk through early intervention and structured support. 	<p>1, 2, 3, 4, 5</p>
<p>Universal Breakfast Programme Exploration</p>	<p>Implement a subsidised, universal breakfast programme to support disadvantaged students. Aims include improving attendance, punctuality, readiness to learn, and overall wellbeing.</p>	<p>1, 2, 3, 4, 7, 8</p>

	<p><u>Evidence Base</u></p> <ul style="list-style-type: none"> • <u>EEF – Rapid Evidence Assessment: Free School Breakfast Provision</u> – Highlights positive impact on attendance, punctuality, behaviour, and attainment; • <u>EEF – National School Breakfast Programme Evaluation</u> – Demonstrates benefits for disadvantaged pupils in terms of engagement and readiness to learn. <p><u>Intended outcomes</u></p> <ul style="list-style-type: none"> • Improved attendance and punctuality through consistent morning routines; • Enhanced readiness to learn and concentration during lessons; • Better wellbeing and behaviour through access to nutritious food and structured start to the day. 	
--	---	--

2025-2026 - Total budgeted cost: £119,385.47

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 academic year.

TPAT KPIs	Outcomes 2025	Outcomes 2024	Outcomes 2023
Attendance	90.13 (Sept to May half-term)	90.14 (Sept to May half-term)	87.86 (Sept to May half-term)
FSME6 Attendance	87.45 (Sept to May half-term)	87.05 (Sept to May half-term)	82.34 (Sept to May half-term)
Persistent Absence	30.1 (Sept to May half-term)	26.38 (Sept to May half-term)	34.27 (Sept to May half-term)
FSME6 Persistent Absence	34.3 (Sept to May half-term)	13.88 (Sept to May half-term)	15.32 (Sept to May half-term)
KS4 Basics 5+	31.6%	25.6%	37.9%
FSME6 Basics 5+	7.7%	10%	8.3%
KS4 Basics 4+	57.9%	59%	58.6%
FSME6 Basics 4+	15.4%	50%	33.3%
KS4 Attainment 8	38.4	39.8	39.4
FSME6 Attainment 8	20.3	26.8	20.13
Post 16 Destinations	0%	0%	0%
Suspension Rate (per 100 pupils)	27.6 (83 suspensions) (41 students) (Sept to May half term)	20.83 (60 suspensions) (31 students) (Sept to May half term)	20.96 (52 suspensions) (26 students) (Sept to May half term)
Permanent Exclusion Rate (per 100 pupils)	0.67% (Sept - May half term) (2 students) (285 pupils on role)	0.3% (Sept - May half term) (1 student) (288 pupils on role)	0.8% (Sept - May half term) (2 students) (248 pupils on role)

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
Articulacy	NSSW
Duke of Edinburgh Award	Duke of Edinburgh
ASDAN Programme	ASDAN