

Pupil Premium Strategy Statement

Bishop Cornish CofE VA Primary School

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

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

School overview

Detail	Data
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2028
Statement authorised by	
Pupil premium lead	Tracey Fletcher
Governor / Trustee lead	Tim Parkman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,000
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£62,000

Part A: Pupil premium strategy plan

Statement of intent

The teachers at Bishop Cornish Primary School provide a rich, varied and creative curriculum, both in the classroom and through outdoor learning experiences. Our holistic approach inspires the children to feel validated and included, and in turn more resilient to challenges in their learning. High-quality teaching is key to inspiring all learners, with a focus on the areas that require the most support.

We especially want our more vulnerable and disadvantaged children to feel safe, secure and happy. We want them to be motivated and keen to engage, building on their successes to reach their potential in both their academic learning and their social and emotional development.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker and those who are young carers. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

In line with the EEF research, we take a tiered approach to Pupil Premium spending:

- High quality teaching,
- Targeted academic support
- Supporting wider strategies

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

As school leaders, we must consider a broad array of external evidence to inform our decision making, to enhance the expert knowledge we have of the pupils in our care. We believe that by following the 'best bits' of educational research we are able to maximise the use of our pupil premium grant (PPG) by choosing proven strategies that will support our pupils to grow and develop.

Our three-year strategy, aligned to the school development plan, enables us to implement a blend of short, medium and long-term interventions.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

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

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 underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is supported by the results from our NELI assessment screener in EYFS. These 'gaps' are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.																				
2	<p>In 2025, assessments, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties with reading than their peers. This was true across all cohorts (with the exception of Y2). This gap remains significant to the end of KS2.</p> <p>In writing across the school the PP children are achieving at least inline with their peers in Year 6 well above them.</p> <p>Maths is an area of concern for our children especially in Years 1, 5 and 6.</p> <table border="1" data-bbox="486 1720 1273 2040"> <thead> <tr> <th colspan="5">Pupil Premium 2025 Data</th> </tr> <tr> <th></th> <th>No chn</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>4</td> <td>50%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Year 2</td> <td>5</td> <td>100%</td> <td>80%</td> <td>100%</td> </tr> </tbody> </table>	Pupil Premium 2025 Data						No chn	Reading	Writing	Maths	Year 1	4	50%	50%	50%	Year 2	5	100%	80%	100%
Pupil Premium 2025 Data																					
	No chn	Reading	Writing	Maths																	
Year 1	4	50%	50%	50%																	
Year 2	5	100%	80%	100%																	

		Year 3	5	60%	80%	80%	
		Year 4	9	66%	80%	80%	
		Year 5	5	60%	80%	60%	
		Year 6	11	45%	91%	18%	
3	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils and their wider family. This is due to a lack of external services, lack of agency support ie: Social services/ EHA/ family Hubs. Parents struggle to provide basic early education standards for their children. The majority of families do not engage in (and therefore children lack) enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. Our programme of SEMH intervention and support is in the process of development due to new leadership and staffing.</p>						
4	<p>Our attendance data over the last two years indicates that attendance among disadvantaged pupils has been between 0.9% and 2.5% lower than for non-disadvantaged pupils. We note that this is below the national gap of 3.4%, however our assessments and observations indicate that absenteeism is negatively impacting pupil progress. In 2024/25 the attendance of our PP pupils remains below that of their non-PP peers. It does however sit broadly in line with national. This is a trend which continues into the autumn data for 2025/26. We must continue to prioritise this area to ensure that the disadvantage gap within the school does not widen in terms of attendance or achievement.</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
Improved oral language skills and vocabulary among disadvantaged pupils in EYFS	Assessments and observations indicate significantly improved oral language among disadvantaged pupils, as evidenced by NELI. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, ongoing formative assessment and EYFS outcomes.
Improved reading attainment among disadvantaged pupils.	<p>KS2 SATs reading outcomes in 2024/25 show that the gap between disadvantaged and non-disadvantaged pupils is 30%, which is significantly higher than national data.</p> <p>A higher percentage of children will meet ARE in KS2 SATs.</p> <p>Across the school in Years 2,4 and 5 a higher percentage of children will meet ARE.</p>

Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 will show that the gap between disadvantaged and non-disadvantaged pupils has closed from 18% in 2024/25 to be in line with national data approximately 60%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • A significant increase in parental engagement for whole school events and for bespoke events planned to address early education. • A well-developed programme of support for all pupils • A well-developed plan to meet the needs of our disadvantaged families will be in place
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: To lower the percentage of children being late to school from 2.6% the percentage of all pupils who are persistently absent sits at 12.5% and the figure among disadvantaged pupils is 19.4% bring the number in line with their peers.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Expected spend: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. NFER	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2

<p>Purchase and embed use of Jane Considine Hooked on Books.</p> <p>Training for staff</p> <p>Release for English Lead to check implementation and impact</p>	<p>In response to the DfE’s national focus on developing capable, enthusiastic readers, these resources are <i>part and parcel</i> of the solution: they support schools to fulfil the Reading Framework’s call to nurture a generation who “read with agency and of their own volition.” (<i>Reading Framework</i>, p.6).</p> <p>Each unit is built around a high-quality, carefully chosen text, many of which are award-winning or certified by the Empathy Lab. Consideration has been given to ensure representation across race, gender, and experience, with racially minoritized characters often placed as the central protagonist. As outlined in the Framework, these are books that “help children connect with who they are” and “understand the lives of people whose experiences and perspectives may differ from their own.” (<i>Reading Framework</i>, p.32).</p> <p>The plans directly address the Framework’s emphasis on fluency, vocabulary, comprehension and reading for pleasure. They reflect the <i>Simple View of Reading</i>, combining decoding and comprehension in meaningful, structured practice. Each plan includes:</p> <ul style="list-style-type: none"> • Explicit vocabulary instruction (breadth and depth) • Background knowledge and context-building • Summary and main idea work • Explicit modelling of a strong reader’s mindset • Mental model building to make thinking visible (<i>Appendix 9 - DfE Reading Framework</i>) • Practice in comprehension monitoring and inference-making • Cumulative fluency-building activities <p>This aligns closely with the Framework’s recommendation to focus on “reading miles”, comprehension monitoring and language-rich discussions to boost understanding and engagement. (<i>Reading Framework</i>, pp.18, 20, 34).</p>	<p>1,2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. HT to attend training a long with one colleague to support a change in Maths</p>	<p>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: Mathematics guidance: key stages 1_ and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>2</p>

<p>implementation. Supported by Maths Hub</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/promisingprogrammes/maths-champion A school's guide to implementation guidance report EEF</p>	
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving_Social_and_Emotional_Learning in Primary Schools EEF https://www.mabletherapy.com/</p>	<p>3,4</p>
<p>B Squared Assess & track pupil progress Connecting Steps assessment software simplifies tracking, assessing and reporting pupil progress. It works differently to other assessment software, focusing on continuous assessment to help pupils achieve their full potential.</p>	<p>Special Educational Needs in Mainstream EEF Build an ongoing, holistic understanding of your pupils and their needs Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals. Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.</p>	<p>2,3,4</p>
<p>Flourish School Training Aims of Attachment and Trauma Training Programme Increase understanding of the role of attachment and trauma in children's education and strategies to better address their needs Reduce exclusions from school and improve attendance of children who are vulnerable Improve educational progress and the well-being of children who are vulnerable Develop the confidence and skills of teachers</p>	<p>Improving Social and Emotional Learning in Schools EEF Research examining specific aspects of trauma-informed approaches have highlighted several key elements. These include emotion coaching for improving self-regulation and behaviour, strengths-based relational practices for improved behaviour and learning outcomes (Gus et al., 2015), and encouraging trauma-affected students to develop insights into their own needs and strengths, including how they can best be supported (Rose et al., 2019). British journal of Special Education EEF</p>	<p>2,3,4</p>

and staff to address trauma and attachment Identify effective approaches to addressing attachment and trauma in schools		
Programme of CPD for all Teaching staff, resulting in additional hours for teaching assistant team to train. National College Platform PINS Project	Using research evidence well can therefore support teachers and leaders to refine their practice or make strategic decisions which make best use of time, effort, and funding. https://educationendowmentfoundation.org.uk/education-evidence/more-resources-and-support/using-research-evidence Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/effective-professional-development	1,2,3,4

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

Expected spend: £40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1,2,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	1, 2, 3
Engage in NELI research trial for Nursery pupils Purchase NELI programme to improve listening, narrative and vocabulary	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language	1

skills for all pupils but especially disadvantaged pupils who have relatively weak spoken language skills.	interventions Teaching and Learning Toolkit EEF	
Purchase interventions to support pupils to 'catch up' and 'keep up'. TT Rock Stars - £250 NumBots - £150 Literacy Gold	Interventions can be one important aspect of a school's provision for pupils, complementing (but not replacing) highquality teaching. https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/selecting-inter	1,2,3

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

Expected spend: £12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour, emotional resilience and emotion coaching with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	3,4
Whole staff SEND training on supporting pupils with challenging SEND needs eg: PDA, ADHD, ASD STEPS	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes	1,2,3,4
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	4

Total budgeted cost: £62000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Context

Disadvantaged numbers continue to stay the same at Bishop Cornish sitting between the 30-35.

The percentage of children receiving pupil premium is now 18% compared to 15% in 2024.

The percentage of SEND pupils is now 20% compared to 19% in 2024.

Children with EHCPs has risen from 6 in 2024 to 9 with needs becoming more complex.

ELGs

2023		2024		2025	
FSM (2)	ALL (29)	FSM (3)	ALL (28)	FSM (5)	ALL (23)
100	75.9	100	85.7	60	78.3

Commentary

Phonics Year 1

2023		2024		2025	
Disadvantaged (3)	ALL (20)	Disadvantaged (3)	ALL (3)0	Disadvantaged (3)	ALL (29)
66.7	80	100	83.3	33.3	86.2

Commentary

Across the school Pupil Premium Attainment using internal monitoring

% of children achieving ARE and above																		
	Reading						Writing						Maths					
Year grp	2024			2025			2024			2025			2024			2025		
	PP	SC		PP	SC		PP	SC		PP	SC		PP	SC		PP	SC	
1	100%	100%	58%	N/A		N/A	83%	100%	54%	N/A		N/A	80%	63%	62%	N/A		N/A

2	60%	100%	82%	50%		88%	60%	100%	81%	50%		80%	60%	80%	87%	50%		84%
3	78%	100%	90%	100%		56%	67%	100%	81%	80%		56%	77%	83%	85%	100%		60%
4	83%	100%	93%	80%		75%	0	100%	73%	80%		69%	50%	74%	80%	80%		81%
5	45%	100%	79%	66%		78%	45%	100%	48%	44%		69%	45%	57%	63%	100%		87%
6	50%	33%	66%	60%		67%	50%	66%	67%	80%		43%	50%	74%	75%	60%		53%

KS2 SATs

	2023 Disadvantaged (9)	2023 ALL (32)	2024 Disadvantaged (3)	2024 ALL (30)	2025 Disadvantaged (11)	2025 ALL (32)
Reading	44.4%	68.8%	66.7%	56.7%	45.5%	65.6%
Writing	33.3%	75%	33.3%	63.3%	90.9%	78.1%
Maths	22.2%	59.4%	66.7%	73.3%	18.2%	43.8%
Spag	33.3%	75%	66.7%	66.7%	54.5%	62.5%
RWM	22.2%	56.3%	33.3%	43.3%	9.1%	28.1%

Multiplication Check Pupils Scoring 25

2022 (30)	2023 (30)	2024 (21)
26.7%	13.3%	33.3%

Attendance

	2024	2025
Disadvantage	91.2%	93.8%
Non dis-advantage	95.7%	96.5%
Closing the attendance gap by 1.8%	4.5%	2.7%

Parental Engagement

2024 – All PP parents attended parent teacher meetings

2025 - All PP parents attended parent teacher meetings

Externally provided programmes

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

Programme
TT Rockstars
Numberbots
Cornwall Council Maths Hub
Thrive
Widget
Powermaths
Jigsaw
Jane Considine
Literacy Gold
National College
NFER

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.