

## Pupil premium strategy statement – Biscovey Academy

### School overview

Detail	Data
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	35.0% (69 pupils)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2025-26 2026-27 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Miss. K. Bullock
Pupil premium lead	Mr. R. Wallbank
Governor / Trustee lead	Mrs. P. Shilston

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,735.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£120,735.00

## Part A: Pupil premium strategy plan

### Statement of intent

*This strategy is written to benefit the children at both Biscovey Nursery and Infants Academy and Biscovey Academy. We work collaboratively to ensure that children are effectively supported through a well implemented strategy.*

*At Biscovey an inclusive culture and high expectations enable every child to thrive, regardless of their socio-economic background. Every child has the best start through the delivery of an ambitious curriculum. Our curriculum offer is specifically designed and enriched to meet the needs of pupils' and the local context of the schools. Through our approach children will build confidence and personal excellence that allows them to thrive in wider school life. An open and enthusiastic culture will ensure that positive relationships are formed with pupils and families.*

*The strategy outlines how we will achieve this using assessment effectively and implementing activities based on research.*

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

Challenge number	Detail of challenge
1	Communication and Language Development Typically children enter the setting working below age related expectations for communication and language. Early identification of communication and interaction needs is paramount, enabling children to receive the support that they need within school and, where needed, from external agencies. Improving oracy will be a priority.
2	Writing Development Consistency in teaching of writing has been a priority and will continue to be a focus. To ensure that this positively impacts on the outcomes for pupils, moving into this academic year our aim is to further support disadvantaged pupils to thrive.
3	Reading development Early reading outcomes have improved significantly. Over the last three years disadvantaged pupils have achieved broadly in line with their peers. To sustain positive outcomes we continue to recognise the importance of the systematic teaching of phonics. There will be a focus on reading fluency, supporting children to become fluent readers once they have develop secure phonological awareness.
4	Social and Emotional Well-being of pupils and families Whilst the school's Location Deprivation Indicator was in quintile 4 (more deprived) of all schools in the UK, many of our families live in our neighbouring LSDA, which is in the lowest 6% of neighbourhoods nationally. With this in mind, we are aware of the need in our area and of the support that our children and families need with their social and emotional well-being. Promoting effective relationships between home and school will be a priority to provide families with support.
5	Attendance

	Attendance and persistent absence has improved, through successful implementation of rigorous systems. We recognise that we will need to continue to address attendance concerns. Good attendance facilitates good outcomes for pupils.
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### 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
Improve outcomes at the end of KS2 in writing for all pupils, including disadvantaged.	Professional development opportunities will support high-quality teaching and learning in writing. High-quality teaching will facilitate good outcomes for pupils. The teaching of grammar will underpin writing strategies. All pupils will make good progress in writing, evidenced through outcomes.
Relationships between home and school will be strong	Workshops will be well organised for all year groups and attended well. Parents will engage with school events and be supported in helping their children to make progress. Parents will give positive feedback on the school. Communication between school and home will be effective. Families will feel supported as part of the school community.
Communication and Language Development	Children's early language development will be prioritised and need identified early. Interventions will be planned and delivered effectively to ensure progress for all pupils. Children will make good progress with their communication and language. A well structured oracy approach will enable pupils to share their thinking and participate in discussions. Children will be able to communicate effectively in a range of learning situations.
Strong outcomes for reading and early reading development	The teaching of early reading will be prioritised. Systematic teaching of phonics will be well embedded in EYFS and KS1. Outcomes for pupils in KS1 Phonics Screen Check will be strong. Reading approaches in KS2 will support continued development and progress. A love of reading will be evident throughout the school.
Attendance and levels of persistent absence will continue to be a strength	Pupils attendance levels will remain broadly in line or above national averages. Persistent absence levels will be below national averages. Outcomes of pupils will reflect good attendance.

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £58,245.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High-quality teaching of reading and early reading</p> <p>A systematic teaching approach to phonics will be followed. CPD will be given to staff regularly to ensure high-quality teaching and confidence in the delivery of phonics.</p> <p>CPD will be given in supporting teachers to develop fluency. Approaches to improve fluency will be embedded beyond the teaching of Read, Write Inc.</p> <p>A well structured VIPERs programme will be embedded in KS2, improving reading outcomes for pupils.</p>	<p><i>The Rose Review (2006) states teaching synthetic systematic phonics is the most effective method to teach children to read.</i></p> <p><i>Phonics approaches are consistently effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches). However, it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. (EEF:2025)</i></p> <p><i>RWI is a proven approach and in school evidence of the program has identified that the program is highly effective, any extra intervention needed is a continuation of the RWI program. In addition, continual monitoring also enables pupils to be identified immediately, RWI teachers can ask for an assessment to be conducted at any point if they feel a child has progressed or dipped. Furthermore, RWI trained class TAs' can deliver quick snapshot intervention in class as necessary.</i></p> <p><i>The EEF states that; reading comprehension can be improved by teaching pupils specific strategies that they can apply both to monitor and overcome barriers to comprehension. (EEF:2021)</i></p> <p><i>The average impact of reading comprehension strategies is an additional seven months' progress over the course of a year. Successful approaches are carefully tailored to pupils' reading capabilities. Texts should provide an effective, but not overwhelming, challenge. (EEF:2025)</i></p> <p><i>Some disadvantaged pupils may have low prior attainment in reading. If a pupil is struggling to read, there could be a range of reasons, and a combination of approaches may be necessary. Careful diagnosis of the pupil's need should guide the way forward.(EEF:2025)</i></p>	3
<p>High quality writing teaching</p> <p>A consistent approach to the teaching of spelling will be</p>	<p><i>A child's writing and their language development mutually benefit when they are invited to craft writing amongst their teacher and peers every single day. Indeed, engaging in daily and meaningful talk and writing is one of the best ways</i></p>	2

<p>adopted through the use of Grammarsaurus.</p> <p>The writing curriculum will be modified to incorporate high-quality delivery of grammar. This will be implemented effectively to support children's progress in writing.</p> <p>Writing across the curriculum will be a focus for CPD, incorporating strategies used in writing lessons, including a talk for writing styled approach.</p>	<p>to develop children's language (Mercer et al. 1999; Rojas-Drummond et al. 2008; Green et al. 2008; Parr et al. 2009; Fisher et al. 2010; Dix 2016; Reedy &amp; Bearne 2021).</p> <p>The talk for writing approach naturally fosters a strong element of metacognition which the EEF has found supports pupils in making an average of 7 months progress.</p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.(EEF: 2021)</p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. (EEF 2021)</p>	
<p>Communication and Language Development</p> <p>Early identification and assessment on children's language development will be embedded.</p> <p>Daily Wellcomm lessons will be embedded across the EYFS, supporting children to make progress.</p> <p>High-quality interactions will support learners.</p> <p>Explicit teaching of vocabulary will extend children's communication and language skills.</p> <p>A whole school approach to oracy will be established to promote effective class based discussions and rich opportunities for classroom talk for all pupils.</p>	<p>Early literacy approaches have consistently been found to have a positive effect on early learning outcomes. Early literacy approaches typically increase children's learning by about four months. (EEF: 2023)</p> <p>Communication and language approaches typically have a very high impact and increase young children's learning by seven months.(EEF:2023)</p> <p>On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). (EEF:2025)</p> <p>Oracy is also important for future study, life and work... strong verbal communication also has clear benefits throughout life. (DFE, Curriculum and Assessment Review 2025).</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through structured discussion. The average impact of metacognition and self-regulation strategies is an additional eight months' progress over the course of a year. (EEF:2025)</p>	1

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

Budgeted cost: £49,193.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Phonics and reading interventions</p> <p>Daily 1:1 phonics will target pupils in need of additional support to keep up.</p> <p>Additional reading support will effectively target pupils to develop fluency and comprehension.</p> <p>Frequent reading will allow pupils to increase opportunity to develop fluency and expression.</p>	<p><i>The DFE (2010) advocates intensive support for reading, suggesting it is highly beneficial to disadvantaged pupils.</i></p> <p><i>The EEF states that; Where phonics is delivered as an intervention targeted at specific pupils, regular sessions (four to five times a week), over a period of up to 14 weeks appear to be the most successful structure. (EEF:2025)</i></p> <p><i>Accurate and timely diagnosis of reading difficulties is therefore important in identifying possible solutions and appropriate strategies, particularly for older struggling readers. (EEF:2025)</i></p>	3
<p>Communication and language intervention</p> <p>Targeted support will be in place for communication and language through 1:1 WellComm activities.</p> <p>Talk Boost will be implemented in Nursery to support target children to develop their communication and interaction skills.</p> <p>1:1 Speech and language support will enable pupils to make progress towards their individual targets.</p>	<p><i>On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress).</i></p> <p><i>Interaction for learning is a key aspect of these interventions. Approaches often involve spoken interaction between the practitioner and pupils and between peers. (EEF:2025)</i></p> <p><i>On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). (EEF:2025)</i></p>	1
<p><i>Develop number sense through Number Sense and Times Table Fluency</i></p> <p><i>Children will be supported to develop fluency in maths, learning fundamental skills and strategies to become fluent in solving calculations. This will start in EYFS, developing subitising skills and strong foundations.</i></p> <p><i>Following on from the Number sense programme, in KS2 children will access Times Table Fluency daily to strengthen their times table knowledge, teaching systematically and in a clear sequence.</i></p>	<p><i>Early numeracy approaches typically increase children's learning by about seven months. Approaches supporting the development of early numeracy skills and knowledge can have an important positive impact on the early stages of mathematical learning. (EEF:2023)</i></p> <p><i>Memorisation and repetition of key facts (times tables and number bonds etc.) are important aspects of learning. Evidence from cognitive science research suggests that learning key facts so they can be recalled automatically 'frees up' working memory. It can then focus on more complex problem solving, rather than reaching cognitive overload trying to calculate simple operations. (NCETM:2025)</i></p>	

Target pupils will be identified through assessment and strategies will be implemented to enable all pupils to make progress.		
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,318.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing an inclusive culture and high expectations for behaviour.</p> <p>The implementation of the behaviour policy will ensure consistency in behaviour management systems.</p> <p>A shared vision for high-expectations will be shared. CPD for support staff will focus on consistent high-expectations for behaviour and learning.</p> <p>Rewards will be used effectively to promote behaviour and improve behaviours for learning.</p> <p>Providing CPD to staff around pupil premium and developing systems across the schools which are child focused and highlight barrier, and how barriers can be overcome to support personal development and improve outcomes for pupils.</p>	<p>Creating a positive and supportive environment for all pupils means reinforcing a shared language, activity, routines and strategies throughout the school. Effective teaching and learning requires positive relationships and interactions between teachers and pupils. (EEF:2024)</p> <p>In DFE's (2018) study on School cultures and practices: supporting the attainment of disadvantaged pupils, they found that high-performing schools in the sample demonstrated greater cohesiveness, sense of collective purpose and values that were shared amongst all staff, pupils and parents, backing up findings from Sammons et al. (1995) and Stewart (2008).</p> <p>The Growing up in Poverty, Public Health Report 2025/2026(Cornwall Council) recommends that services should "embed "poverty proofing" into service design to help remove barriers, mitigate the impact of poverty, and avoid unintentionally increasing adversity or reinforcing stigma."</p>	4
<p>Improving parental engagement across all key stages</p> <p>Workshops will be planned for all year groups to engage parents positively in their children's learning.</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year However, It is crucial to consider how to engage with all parents to avoid widening attainment gaps.. (EEF: 2025)</p> <p>School communication with parents is likely to be more effective if it is personalised, linked to</p>	4,5

<p>Wider events will support parental engagement and ensure positive relationships are formed.</p> <p>Presence of senior leadership team will ensure parents can approach the school.</p> <p>Daily meet and greet for all pupils will support positive relationships and settle pupils into school each day.</p>	<p>learning, framed positively, and promotes parent efficacy and partnership with the school. (EEF:2024)</p> <p>Schools where disadvantaged pupils attain highly engage disadvantaged pupils' parents effectively, especially in relation to raising their expectations of their children's achievement at school (Sharpley et al., 2011).</p>	
<p>Ensuring high levels of attendance through rigorous systems</p> <p>Monitoring of attendance will take place regularly.</p> <p>Meetings with parents will be planned to discuss barriers to attendance and to support with improved attendance.</p> <p>Regular check ins with families and discussions around daily absences will support positive relationships.</p> <p>Regular attendance review meetings with Educational Welfare Officer will highlight pupils at risk of persistent absence, allowing for school to target support.</p> <p>Where attendance continues to be a concern, Early Help Hub support will be offered to support families and children beyond school.</p>	<p>"For all age groups, well-designed school communications with parents can be effective for improving attainment and a range of other outcomes, such as attendance. Regular attendance is linked to improved academic attainment." (EEF:2018)</p> <p>Knowing and understanding your pupils, their families, their influences, and their specific challenges can help you diagnose some of the underlying causes of absence and more clearly define the problem. It can also help to understand individual barriers to attendance and learning and help choose effective targeted approaches. (EEF:2024)</p>	5
<p>Supporting children to access enriching curriculum opportunities</p> <p>A range of learning opportunities will be planned to further enhance the delivery of a broad and balanced curriculum, including;</p> <p>visits and trips linked to learning and in school enriched learning experiences. Where possible, we will support with trips and visits</p>	<p>Evidence suggests that "Children with higher levels of emotional, behavioural and social wellbeing on average achieve higher levels of academic achievement and are more engaged in school both concurrently and in later years." DfE (2012) The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes.</p> <p>The Growing up in Poverty, Public Health Report 2025/2026(Cornwall Council) explains that "children, young people and parents described the additional costs of school activities like charity days, school trips</p>	4



<i>financially to ensure that pupils are able to participate.</i>	<i>and special occasions and leavers' celebrations. Many children and young people shared how they were unable to participate in activities and how this made them feel."</i>	
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**Total budgeted cost: £120,758.10**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Activity	Outcome				
<b>Improving Attendance</b>  Ensuring close monitoring of attendance with clear procedures for following up absences with early intervention targeting individual children and families to support positive attendance.  Working alongside the Aspire Educational Welfare Officer (EWO) monthly to support and intervene with the most vulnerable attendees. Termly support from Cornwall EWO.  In school support put into place for individuals, such as meet and greets, provision of a free breakfast club for key individuals and bespoke timetables.  Whole school focus on building relationships, with emphasis on morning welcome into the classroom, parental engagement in school life and positive communications home.	Improved year on year attendance for all pupils, with Pupil Premium children persistent absence almost halving in the past two years.				
	Year	All Pupils Attendance	PP Attendance	All Pupils Persistent Absence	PP Persistent Absence
	2024-25	95.0	93.3	9.6	17.9
	2023-24	94.5	92.8	14.0	25.3
	2022-23	94.1	91.5	16.8	31.4
	This continues to be a focus as we strive to for the attendance of all pupils to be in line with pupil premium, both of which we aim to continually improve until we consistently exceed national data.				
<b>Attainment in Reading</b>  Freshstart assessments to identify children who need to continue their phonic development, with Freshstart interventions timetabled daily every morning.  Ensuring adequate support staff in each classroom to enable frequent reading opportunities beyond Freshstart for all of our lowest attaining readers.  All non-Frshstart pupils receive daily reading focused sessions: VIPERS.  English lead monitors Freshstart and VIPERS and provided CPD as through the year, tweaking the offer to ensure high quality provision in all year groups.  <b>Reading Assessments</b>  We have purchased a subscription to Star Reader/Accelerated Reader, which all pupils	Year 6 Reading Outcomes				
		23-24 EXS	23-24 GDS	24-25 EXS	24-25 GDS
	All Pupils	82%	22%	74%	20%
	Pupil Premium	69%	25%	74%	19%
	National All Pupils	74%	29%	75%	33%
	In 2024-25, our Pupil Premium children matched the reading attainment of all pupils in the school, being broadly in line with national expectations of all pupils of those meeting expected standards. They also matched all Biscovey pupils in achieving GDS.  We aim to continue the positive outcomes for PP children in reading, with a further focus on those achieving GDS standard.				

are frequently assessed on throughout the year. Use of these has been embedded through recent years and is now embedded through the school.																																									
<p><b>Attainment in Writing</b></p> <p>The English lead has had dedicated leadership time and has had the opportunity to work with the Aspire Trust lead to evaluate the effectiveness of the writing curriculum and to put in place staff training, as well as adapting the writing curriculum to ensure best outcomes.</p> <p>Introduction of Grammarsaurus in September 2024 to develop a strong understanding of sentence structure and grammar. This has been woven into the bespoke Biscovey writing curriculum offer.</p> <p>A need to focus on spelling and handwriting has been identified, as well as an immediate review of the writing curriculum and current use of Grammarsaurus in September 2025.</p>	<p>Outcomes for pupil premium pupils reaching the expected standard has been below national outcomes by 9-13%, so more work needs to be done to ensure all pupils are stretched to reach their potential. This is a particular focus for those with the potential to reach GDS.</p> <table><tr><td></td><td>23-24 EXS</td><td>23-24 GDS</td><td>24-25 EXS</td><td>24-25 GDS</td></tr><tr><td>All Pupils</td><td>76</td><td>8</td><td>64</td><td>0</td></tr><tr><td>Pupil Premium</td><td>63</td><td>0</td><td>59</td><td>0</td></tr><tr><td>National All Pupils</td><td>72</td><td>13</td><td>72</td><td>13</td></tr></table> <p>We have identified the need to share the load of the English lead moving forward, so that adequate focus and time can be given to ensure outcomes rapidly improve, both for PP children and for all pupils, as we strive to exceed national data within the next PP statement cycle.</p>		23-24 EXS	23-24 GDS	24-25 EXS	24-25 GDS	All Pupils	76	8	64	0	Pupil Premium	63	0	59	0	National All Pupils	72	13	72	13																				
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<p><b>Attainment in Mathematics</b></p> <p>Our maths lead has worked closely with the Aspire Maths lead and wider network, to monitor and constantly evaluate the offer to all pupils.</p> <p>Following identification of a weakness in basic arithmetic skills, we have introduced a consistent whole school approach to teaching arithmetic with dedicated daily timetabled arithmetic sessions, in addition to the maths lesson.</p> <p>Our maths curriculum is based on the White Rose scheme, with clear expectations in place for lesson structure and progression between small steps.</p> <p>Pupils in Years 3 and 4 have an increased focus on learning times tables, with use of resources, such as Times Table Rockstars, to engage and support children. The use of regular assessment to identify specific areas of focus, using 'heat maps' has shown a positive impact.</p>	<p>Year 6 data shows that pupil premium children are achieving results broadly in line with the results for all pupils nationally, closely matching results of all pupils at Biscovey.</p> <table><tr><td></td><td>23-24 EXS</td><td>23-24 GDS</td><td>24-25 EXS</td><td>24-25 GDS</td></tr><tr><td>All Pupils</td><td>82</td><td>25</td><td>74</td><td>20</td></tr><tr><td>Pupil Premium</td><td>69</td><td>25</td><td>74</td><td>19</td></tr><tr><td>National All Pupils</td><td>73</td><td>24</td><td>74</td><td>26</td></tr></table> <p>Our Year 4 Multiplication Check (MTC) data shows that whilst PP are not yet achieving the same outcomes as all pupils, both in Biscovey and nationally, the gap is closing. In this school year, we have improved our PP 'Full Marks' by 10% and the average score for PP children has improved by 1.7, halving the gap between Biscovey PP children and all children nationally.</p> <table><tr><td></td><td>23-24 Full Marks</td><td>23-24 Av Score</td><td>24-25 Full Marks</td><td>24-25 Ave Score</td></tr><tr><td>All Pupils</td><td>22%</td><td>20.0</td><td>33%</td><td>21.6</td></tr><tr><td>Pupil Premium</td><td>13%</td><td>18.0</td><td>23%</td><td>19.7</td></tr><tr><td>National All Pupils</td><td>34%</td><td>20.6</td><td>37%</td><td>21.0</td></tr></table>		23-24 EXS	23-24 GDS	24-25 EXS	24-25 GDS	All Pupils	82	25	74	20	Pupil Premium	69	25	74	19	National All Pupils	73	24	74	26		23-24 Full Marks	23-24 Av Score	24-25 Full Marks	24-25 Ave Score	All Pupils	22%	20.0	33%	21.6	Pupil Premium	13%	18.0	23%	19.7	National All Pupils	34%	20.6	37%	21.0
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<p><b>Embedding a Trauma Informed Approach</b></p> <p>This has become well embedded over the past five years. We have a well developed team of practitioners, with a TIS lead who has 100% timetable commitment to TIS, as well as another TIS practitioner with 0.2 time spent on delivering TIS sessions.</p> <p>In addition, all staff have received update TIS training from a TIS trainer to further embed whole school TIS practice.</p> <p>The staffing approach to TIS has been reviewed in Summer 2025 following a large decrease in recorded incidents linked to SEMH need, linked to a smaller number of children being identified as requiring individual/small group TIS support. Subsequently, our overall allocation of staffing towards TIS has dropped from 1.2 to 0.5.</p> <p>The welfare team, consisting of members of SLT, including the DSL and SENDCo, work closely with regular meetings to ensure adequate support is given to all pupils. Other agencies are involved, for example Early Mental Health Practitioner, school nurse, etc.</p>	<p>Monitoring throughout the year has highlighted a strong engagement in learning from all pupils across the curriculum.</p> <p>The number of children identified for individual or small group TIS support has dropped significantly. The vast majority of individual TIS support is now targeted at a small group of children in Year 6. We will need to further review the need for TIS practitioners leading sessions in September 2025 once these children leave and new children join the school.</p> <p>The whole school approach, using TIS as a basis for how we build relationships and support children, has been highly successful. Pupil voice shows that children feel safe in school, which is backed up by minimal incidents of children leaving the classroom or being disruptive in the classroom.</p> <p>The positive approach to behaviour management is embedded with all staff.</p> <p>Suspensions rates have seen an increase this year. Whilst the total days lost to suspension stands at 24.5 days, 19.0 days have been for a small group of Year 6 pupils, with just 5 days of suspension across the rest of the school.</p>
<p><b>Ensuring high expectations for learning through the delivery of an ambitious curriculum.</b></p> <p>Time given to subject leaders to monitor, adapt and implement, supported by CPD when required.</p> <p>All staff attend termly Aspire Trust network meetings to share good practice.</p> <p>Opportunities through and beyond the curriculum have continued as part of our offer, with consideration given to supporting the financial burden on parents.</p>	<p>The curriculum is now embedded after five years of development. Continued monitoring and adaptations have been made. Our curriculum lead has supported all subject leaders in monitoring and developing their curriculums, ensuring a level of consistency across all subjects.</p> <p>Time has been given to adapting our curriculum, ready for a new mixed age year group in September (Year 3/4). This has allowed all subject leaders time to adapt their own subject curriculum, working alongside our curriculum lead. Advice and support has been utilised from both within and beyond the Aspire Trust. The adapted curriculum is now ready to be used in September.</p>

### 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	Provider
FreshStart	Oxford University Press
Accelerated Reader	Renaissance Learning
White Rose Maths	
Time Table Rockstars	
SCARF	Coram Life Education
Arena P.E.	Arena P.E. (Cornwall)

### 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.*