Pupil premium strategy statement – Falmouth Primary Academy 2024 - 2027

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**		
	2024-2025	**2025-2026**	**2026-2027**
Number of pupils in school	230	202	190
Proportion (%) of pupil premium eligible pupils	46%	48%	49%
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)**	2024 - 2027		
Date this statement was published	December 2024		
Date on which it will be reviewed	Dec 2025 July 2025	Dec 2026 July 2026	Dec 2027
Statement authorised by	Hannah Stevens Headteacher		
Pupil premium lead			
Governor lead	Lucy Draycott		

Funding overview

Detail	**Amount**		
	2024-2025	**2025-2026**	**2026-2027**
Pupil premium funding allocation this academic year	£162,753	£150,543	£153,450
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0		
Total budget for this academic year	£162,753	£150,543	£153,450

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year			

Part A: Pupil premium strategy plan

Statement of intent

At **Falmouth Primary Academy**, we believe that Futures Are Limitless. Our aim is for every child to access a varied, inspiring and enriching curriculum that nurtures curiosity, builds confidence and unlocks each pupil's potential. We want all children to leave our school as passionate, resilient learners who are ready to embrace the opportunities of the future.

Our **Pupil Premium Strategy** is central to achieving this vision. It is designed to ensure that disadvantaged pupils are supported to achieve highly across the curriculum and to thrive both academically and personally. Guided by our core values of **Respect, Perseverance and Teamwork**, we are committed to creating an environment where every child feels valued, supported and empowered to succeed.

We recognise the additional challenges faced by vulnerable pupils, including those with a social worker and young carers, and the actions within this statement are designed to meet their needs—whether or not they are formally identified as disadvantaged.

At the heart of our approach is **high-quality, targeted teaching**, particularly in areas where disadvantaged pupils require the most support. Evidence shows that this has the greatest impact in closing attainment gaps while also benefiting all pupils across the school.

Our strategy is **responsive, evidence-informed, and rooted in robust diagnostic assessment** rather than assumptions about disadvantage. The approaches we adopt complement and reinforce one another to ensure pupils make strong progress and develop the skills and attitudes they need for lifelong learning.

To ensure our strategy is effective, we will:

- Challenge and support disadvantaged pupils through ambitious, well-sequenced learning experiences;
- Intervene early when barriers to learning are identified;
- Embed a **whole-school culture of high expectations**, where all staff share responsibility for the progress and wellbeing of disadvantaged pupils;
- Promote our values of **Respect, Perseverance and Teamwork** so that every child learns to value themselves and others, persist through challenges, and work collaboratively to achieve shared success.

In making provision for socially disadvantaged pupils, we recognise that disadvantage is not limited to those eligible for free school meals (FSM) or who have been eligible in the past six years. Equally, not all pupils who qualify for FSM experience disadvantage. We therefore allocate Pupil Premium funding to support any pupil or group of pupils identified by the Academy as being at risk of underachievement due to social disadvantage.

Through this collective commitment, we will ensure that every child at Falmouth Primary Academy—regardless of background—has the opportunity to succeed, to believe in their potential, and to know that their Futures Are Limitless.

Challenges

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

Challenge number	Detail of challenge
1	**Attendance** Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been between 2-4% lower than for non-disadvantaged pupils. The number of persistently absent pupils has been very high over the last three years, reaching 29% in the academic year 2023 24. Disadvantaged pupils with SEND are disproportionately likely to be persistently absent.
2	**Communication and Language** Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	**Attainment** Internal and external assessments indicate that attainment in core subjects among disadvantaged pupils is below that of non-disadvantaged pupils nationally at each data collection point.
4	**Enrichment Opportunities – Personal Development** Our observations show that many of our children have less access to wider learning opportunities and out of county, enriching experiences. Some of our children's opportunities outside of school to develop cultural capital are limited.
5	**Well-being** Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a number of pupils with multiple ACES. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher and parent referrals for support and requests for help, remain relatively high.

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	2025	2026	2027
Challenge 1: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance will improve and be closer to national average.	**94.5%** ⬆ 4.4%	94.8% ⬆ 0.3%	
	Attendance of disadvantaged pupils will improve and be in line with non-disadvantaged pupils.	**93.1%**	91.4% ⬇	
	The percentage of pupils who are persistently absent from school will reduce.	**15.5%** ⬇ 10%	7.9% ⬇ 7.6%	
	The percentage of disadvantaged pupils who are persistently absent from school will reduce.			
	How: Attendance Lead and Champion to rigorously monitor and track attendance across the school and identify persistent absentees/lates. Welfare phone calls made by Attendance Champion to support parents/carers in addressing any barriers to attendance. Attendance clinics will continue, aiming to identify the underlying causes of barriers to good attendance and implement plans for improvement. Attendance team to attend CPD for new ideas and initiatives to improve attendance. Home visits and collection of children will be made as required. Teachers to promote good attendance through active use of their Class DoJo pages – getting children excited for the day ahead. Teachers to act as first port of call to parents where patterns of attendance are identified.			
Challenge 2: Improved oral language skills and vocabulary among disadvantaged pupils.	Voice 21 resources and CPD used to thread Oracy through all curriculum subjects.			
	Voice 21 pedagogy embedded across every class.			
	Language Link assessments and targets improve children's communication and language			
	Embedded and consistent approach to the teaching of new vocabulary.			
	Monitoring shows impact of above.			
	How: Oracy Lead develops implementation and monitoring plan of Voice 21.			

	Staff confident in implementing Voice 21 pedagogy into teaching and learning. No hands up approach implemented across the school. All children screened on entry to Reception class using Language Link programme. Results from Language Link assessments implemented as interventions. Consistent approach to the teaching of vocabulary is in place across the school. High expectations in place for children's use of vocabulary – both orally and written.			
Challenge 3: Improve attainment in core subjects for children deemed to be disadvantaged – closing gaps.	% of disadvantaged pupils achieving GLD will increase.	**64%** ⬆12%	**47.1%** ⬇	
	% of disadvantaged pupils achieving a pass in their Y1 phonics screening will increase.	**90%**	**89%**	
	The gap between disadvantaged pupils and non-disadvantaged pupils will continue to decrease in end of KS1.			
	% of disadvantaged pupils achieving a good pass in Y4 MTC (20/25) will increase.			
	The gap between disadvantaged pupils and non-disadvantaged pupils will continue to decrease in end of KS2 national assessments.			
	How: Staff meetings will focus on all staff understanding the pedagogy behind the importance of retrieval practice. Retrieval practice opportunities will be evident and planned in for at the start of every lesson across the curriculum and will support retention of learning – regular repetition and practise of knowledge and skills across the curriculum. Build a bank of subject specific, retrieval practice proformas. Focus on excellent teaching and learning, developing teaching principles. Introduce, implement and embed a set of Core Habits to establish excellent learning behaviours. Build Assessment Checkpoints into curriculum plans to ensure teaching meets need. Regular CPD attended by all staff. Pupil Progress meetings are purposeful in identifying need and planning intervention. Precision Teaching training attended by all staff. Careful consideration given to deployment of adults. Consider implementing an Inclusion Classroom for children with EHCPs to focus on foundational knowledge in core subjects.			

Challenge 4: Pupils will have the confidence, knowledge and cultural capital they need to succeed in life. This will be developed through a strong Personal Development Curriculum and a wide range of life experiences.	An excellent provision of trips and visitors planned to inspire and engage learning.			
	The percentage of disadvantaged pupils attending KS2 residentials will be in line with non-disadvantaged pupils.			
	Increase engagement with community events – music, sporting, town.			
	100% of disadvantaged pupils will attend all school trips.			
	Percentage of disadvantaged pupils attending extra-curricular activities will increase by 50%.			
	Utilise the resources from the Parent Engagement Framework Principle 6 to raise children's aspirations, through events such as 'Dream Big' day.			
	How: Subject Leads to build opportunities for trips and visitors into their curriculum planning and share this with staff through staff meeting CPD time. All residentials to be subsidised to keep costs low. Payment plans set up well in advance with timely communication to parents to allow for budgeting. The teaching of protected characteristics and British Values will be woven into our curriculum teaching (PSHE/Reading Spine) and ensure children have a secure knowledge and understanding of what these are. Undertake conferencing with pupils deemed to be disadvantaged to discuss extracurricular activities. In turn, this will increase club participation and engagement for our disadvantaged families. Use the resources in the Parent Engagement Framework to implement an action plan to raise aspiration.			
Challenge 5: Wellbeing - Support the personal, social, and emotional development of our children, ensuring pupils are emotionally ready to learn.	Behaviour for learning will continue to strengthen, resulting in all children accessing learning effectively.			
	Pupil Surveys will show an increase in the % of children who comment that they are happy in school.			
	Number of suspensions will reduce year on year.	38 (13 pupils)	36 (10 pupils)	
	Number of children on reduced timetables will reduce year on year.	7 ⬇ 5	⬇ 4	

	Analysis of incidents on Behaviour Manager will show a reduction in incidences involving disadvantaged pupils.			
	How: Strong, experienced Pastoral Team in place – to include DSL, TIS Practitioner, Operational SenCo. All classes to have a full-time teaching assistant. Wrap Around (breakfast and after school) club will be started to support parents and encourage children to be in on time and eat a healthy breakfast/snack before and after school. All adults working in school will relate to children with compassion, empathy and unconditional positive regard. All children will access Jigsaw scheme of work for PSHE lessons. Every term will begin with a PSHE unit of work. School behaviour policy focuses on a relational approach, using restorative methods to teach behaviour. All staff will receive comprehensive training. School to implement and engage with the Parent Engagement Framework – focus on Principle 2. School to actively work alongside external agencies – Team around the family/child.			

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting the recruitment and retention of teaching staff by providing release time to undertake NPQ qualifications.	Evidence indicates that high-quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Evidence shows that NPQ qualifications improve skill, progress careers and deliver improved outcomes for schools. NPQs are endorsed by the Education Endowment Foundation. Education Endowment Foundation | EEF	2 3
Enhancement of our maths teaching and	The DfE non-statutory guidance has been produced in conjunction with the National	3

curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 | EEF	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will subscribe to Voice 21 and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | EEF	2
Professional development on evidence-based approaches to support SEND pupils in the classroom, resulting in targeted provision promoting increased attendance and accelerated progress.	The EEF recognises that Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching. Special Educational Needs in Mainstream Schools | EEF The EEF recognises that: 'The recommendations in our maths and literacy guidance, when combined with careful consideration of a student's needs and sound professional judgement, provide a good basis that supports all pupils to improve, regardless of their starting point.' Improving Mathematics in Key Stages 2 and 3 | EEF Literacy_KS1_Guidance_Report_2020.pdf	2 3
Professional Development on DfE published guidance for the teaching of Reading and Writing.	The reading framework The writing framework - GOV.UK	2 3
Professional Development using key documentation.	Working together to improve school attendance - GOV.UK	1 4 5

Becoming a pilot school for One Cornwall Attendance Toolkit.	OneCornwall - Transforming Attendance in Cornwall	
Utilising evidence-based research to create a comprehensive behaviour policy, practice and culture.	A guidance report by the Education Endowment Foundation (EEF) – Improving Behaviour in Schools – finds good evidence that personalised approaches, like daily report cards, can improve disruptive pupils' behaviour. The report, which reviews the best available evidence to offer schools six recommendations for improving behaviour, suggests that universal systems are unlikely to work for all students and for those pupils who need more intensive support with their behaviour, a personalised approach is likely to be better. Improving behaviour in schools: 6 recommendations in new EEF… | EEF	3 4 5
Echo reading as a pedagogical approach for the teaching of reading.	EEF guidance report: Improving Literacy in KS2 This report highlights the importance in supporting pupils to develop fluent reading capabilities through guided oral reading instruction and repeated reading. EEF blog: Shining a spotlight on reading fluency | EEF Voices from the Classroom: Reading fluency in the primary… | EEF	

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Language Link to improve listening, narrative and vocabulary skills for	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 interventions | EEF	2

disadvantaged pupils who have relatively low spoken language skills.	Infant Language Link - trial | EEF	
Read Write Inc phonics programme	This is used by more than ¼ of primary schools. It teaches young children to read and write through a structured and systematic approach. There is currently an EEF research project ongoing into the impact and effectiveness that rigorous phonics programmes have on early readers and those who are falling behind in KS2. Phonics | EEF	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. 3 8 Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | EEF	3
Intervention and small group tuition in core subjects.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition | EEF	3
Strategic deployment of TAs to ensure priority pupils are supported and targeted structured interventions are in place such as RWI Fast Track tutoring, SALT, Language Link.	Structured targeted TA led interventions show a consistent impact on attainment of 3-4 months. TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf	2 3 5
Quality first teaching and teacher led intervention groups	Sutton Trust (2011) Improving the impact of teachers on pupil achievement in the UK – interim findings - The Sutton Trust The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year. These pupils gain 1.5 years' worth of learning with very effective teachers.	

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on Working together to improve school attendance - GOV.UK This will involve training and release time for staff to develop and implement new procedures and time for the attendance team to meet and speak with families, make referrals and give support.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1 3 5
Whole staff training on behaviour management 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 | EEF	3 5
Pastoral team to be in place to support attendance team and well-being of our stakeholders.	Building personal, positive relationships and getting communication right for individual families can help to improve attendance. EEF_Parental_Engagement_Guidance_Report.pdf	1 2 3 4 5
A range of extra-curricular clubs and activities on offer for children, with barriers for disadvantaged pupils attending removed.	Engagement in art-based activities, such as dance, drama, music, painting or sculpture, can increase attainment in English and maths alongside developing wellbeing. Arts participation | EEF	4 5
Targeted behaviour interventions	There is evidence across a range of different interventions with highest impacts for approaches	5

delivered by TIS trained HLTAs.	that focus on self-management or role-play and rehearsal. Behaviour interventions | EEF	
School council sessions to allow children to discuss and debate important issues.	DfE: Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) says that children and young people should have a say in decisions that affect their lives. A school council can provide a meaningful way in which pupils can voice their opinions and have their views considered in decisions which impact upon them. School councils and pupil participation | Department of Education	2 4 5
Development of reading areas across the school	DfE: Research Evidence on Reading for Pleasure reading_for_pleasure.pdf There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). Other benefits to reading for pleasure include the following: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006). The National Literacy Trust: Every school should have its own school/classroom library and a strong relationship with a local public library (and, where possible, work with a school library service) to ensure teachers are up-to-date on children's literature. They should have access to expertise to support approaches that engage children with books and reading. Schools should also be encouraged to establish reading groups and encourage children to take part in reading activities outside the classroom and in school holidays. Libraries for Primaries programmes | National Literacy Trust	3

Build a comprehensive and exciting offer of school trips, visitors and residentials.	Learning-Away-Comparative-Research-Report.pdf The results of this study showed that residential learning experiences 'provide opportunities, benefits and impacts that cannot be achieved in any other context or setting. The impact is greater when residentials are fully integrated into a school's curriculum.'	1 4 5
SEL training for all staff. Emotionally available adults.	EEF guidance report: Improving Social and Emotional Learning in Primary Schools. Improving Social and Emotional Learning in Primary Schools | EEF There is evidence that children's skills can be improved purposefully through school based SEL programmes, and that these impacts can persist over time. Numerous substantial evidence reviews indicate that, when well implemented, SEL can have positive impacts on a range of outcomes, including: Improved social and emotional skills Improved academic performance Improved attitudes, behaviour, and relationships with peers Reduced emotional distress (student depression, anxiety, stress, and social withdrawal) Reduced levels of bullying Reduced conduct problems Improved school connection	

Total budgeted cost: £175,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Performance Outcomes – 2025 26

EYFS - % GLD			
	All Pupils	Disadvantaged	SEN
School	57.1% (16 / 28)	47.1% (8 / 17)	33.3% (2 / 6)
Trust	79.8%	60.2%	30.9%
National 24/25	68.3%	51.3%	20.6%

Phonics Y1 - % Pass (scoring 31 or more) (Number of Pupils / Total)			
	All Pupils	Disadvantaged	SEN
School	90.5% (19 / 21)	88.9% (8 / 9)	85.7% (6 / 7)
Trust	91.1%	90.2%	68.7%
National 24/25	80%	67%	43%

Key Stage 1 – % Achieving Expected Standard (Number of Pupils / Total)			
Reading	All Pupils	Disadvantaged	SEN
School	72.7% (16 / 22)	72.7% (8 / 11)	75% (6 / 8)
Trust 25/26	76.2%	57.4%	47.8%
Trust 24/25	75.4%	64.0%	35.7%
Writing			
School	72.7% (16 / 22)	72.7% (8 / 11)	75% (6 / 8)
Trust 25/26	67.4%	47.3%	36.3%
Trust 24/25	66.9%	51.3%	20.7%
Maths			
School	72.7% (16 / 22)	72.7% (8 / 11)	75% (6 / 8)
Trust 25/26	75.9%	63.3%	51.6%
Trust 24/25	78.0%	65.5%	45.7%

Phonics Y2 - % Pass (scoring 31 or more) (Number of Pupils / Total)			
	All Pupils	Disadvantaged	SEN
School	77.3% (17 / 22)	81.8% (9 / 11)	85.7% (6 / 8)
Trust	95.9%	92.7%	86.3%
National 24/25	89%	89.9%	78.6%

Year 4 MTC Average Score			
	All Pupils	Disadvantaged	SEN
School	20.7	19.3	16.3
Trust	21.7	20.7	18.7
National 24/25	21	19.3	17.1

Key Stage 2 – % Achieving Expected Standard (Number of Pupils / Total)			
Reading	All Pupils	Disadvantaged	SEN
School	62% (18 / 29)	54.5% (12 / 22)	27.3% (3 / 11)
Trust	78%	67.7%	52.7%
National 25/26	75%	63%	42%
Writing			
School	69% (20 / 29)	68.2% (15 / 22)	36.4% (4 / 11)
Trust	78.9%	66.7%	46.7%
National 25/26	73%	59%	32%
GPS			
School	69% (20 / 29)	63.6% (14 / 22)	36.4% (4 / 11)
Trust	76.9%	65.1%	46.7%
National 25/26	74%	60%	36%
Maths			
School	72.4% (21 / 29)	68.2% (15 / 22)	36.4% (4 / 11)
Trust	77.7%	64.1%	48.4%
National 25/26	75%	61%	40%
RWM Combined			
School	62% (18 / 29)	54.5% (12 / 22)	27.3% (3 / 11)
Trust	66.5%	50.8%	33%
National 25/26	63%	47%	23%

July 2026 Review

Challenge 1: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Attendance continued to improve over the last academic year, moving closer to national averages and reflecting the positive impact of the school's sustained focus on improving attendance and working closely with families. Overall figures were affected by a small number of pupils accessing bespoke timetables in response to their EHCP needs and available funding. To provide a clearer picture of attendance across the wider school population, these pupils have been disaggregated from the data for the purposes of this report.

The percentage of pupils who were persistently absent also reduced, falling below the national figure. Persistent absence stood at 11% when including all pupils and reduced further to 7% when considering the disaggregated data. This demonstrates encouraging progress, although we recognise that improving attendance and reducing persistent absence remain key priorities.

Challenge 2: Improved oral language skills and vocabulary among disadvantaged pupils.

Oracy is a significant strength of the school, with Voice 21 strategies embedded consistently across the curriculum. Pupils are increasingly confident and articulate communicators, able to express their ideas, listen respectfully to others and engage in age-appropriate discussions and debates, often collaboratively developing and challenging different viewpoints. The school also uses Language Link to identify and support pupils' speech, language and communication needs. Our next step is to maximise the impact of this programme within EYFS and Year 1, strengthening early speaking and listening skills and ensuring that children develop the strong language foundations needed to access the wider curriculum and succeed in their learning.

Challenge 3: Improve attainment in core subjects for children deemed to be disadvantaged – closing gaps.

Our assessment information shows that disadvantaged pupils continue to achieve well overall, particularly when compared with disadvantaged pupils nationally and pupils in schools with similar contexts. This reflects the impact of our targeted support, high expectations and commitment to ensuring that all pupils make strong progress from their individual starting points.

We recognise that further work is needed to strengthen outcomes in specific areas. A whole-school action plan, spanning Years 2–5, is in place to improve performance in the Year 4 Multiplication Tables Check, with a particular focus on securing fluency and ensuring that pupils who do not meet the expected standard in Year 4 receive targeted support to catch up in Year 5. We are also prioritising improved outcomes at the end of EYFS, ensuring that all children, including those who are disadvantaged, develop the strong foundations they need to succeed as they move through school.

Challenge 4: Pupils will have the confidence, knowledge and cultural capital they need to succeed in life. This will be developed through a strong Personal Development Curriculum and a wide range of life experiences.

Our Pupil Premium investment has enabled pupils to access a wide range of enriching experiences and opportunities that broaden their horizons and develop their cultural capital. Through a strong Personal Development Curriculum, pupils have developed greater confidence, resilience, independence and an understanding of the wider world. Our commitment to careers education has also gained wider recognition, with Falmouth Primary Academy's work and the impact film showcasing our approach being published on the Cornwall and Isles of Scilly Careers Hub website as an example of effective practice. Opportunities to explore new interests, experience different environments and learn about a diverse range of future pathways have helped pupils raise their aspirations and recognise their potential. As a result, pupils are increasingly equipped with the knowledge, skills and self-belief they need to embrace future opportunities and succeed in life.

Falmouth Primary Academy: Creating a welcoming culture and raising aspirations - Careers Hub

Challenge 5: Wellbeing - Support the personal, social, and emotional development of our children, ensuring pupils are emotionally ready to learn.

The number of suspensions reduced slightly over the last academic year, decreasing by two overall, with the number of individual pupils suspended falling from 13 to 10. This represents encouraging progress, although we recognise that there is further work to do to ensure that all pupils are supported to regulate their emotions, manage their behaviour successfully and engage positively with learning.

Our continued focus on embedding the school's vision, values and behaviour policy is supported by staff CPD, including work on thresholding and responding consistently to pupils' needs. We have also successfully completed our work around the Parent Engagement Framework, strengthening relationships with families and developing a more proactive and relational approach to pastoral support. Our work in this area has been shared with other professionals and settings as an example of developing effective parental engagement.

Inclusion remains at the heart of our approach. We work closely with a wide range of external agencies and professionals to ensure that children receive the right support, interventions and provision to meet their individual needs. Our commitment is to identify barriers early, work collaboratively with families and professionals, and do everything possible to ensure that children remain included in school and access a positive educational experience. We recognise that suspension is not a solution to underlying needs and remain committed to finding supportive, individualised approaches that enable every child to succeed as part of our school community.

Key Performance Outcomes – 2024 25

EYFS - % Achieving GLD (Number of Pupils / Total)			
	All Pupils	FSM	SEN
School	63.6% (14 / 22)	40% (2 / 5)	40% (2 / 5)
National 23/24	67.7%	51.5%	19.7%

Phonics Y1 - % Pass (Number of Pupils / Total)			
	All Pupils	Disadvantaged	SEN
School	73.9% (17 / 23)	90% (9 / 10)	66.7% (6 / 9)
National 23/24	80%	68%	44%

Key Stage 1 – % Achieving Expected Standard (Number of Pupils / Total)			
Reading	All Pupils	Disadvantaged	SEN
School	69% (20 / 29)	66.7% (8 / 12)	33.3% (2 / 6)
Writing			
School	62.1% (18 / 29)	58.3% (7 / 12)	33.3% (2 / 6)
Maths			
School	69% (20 / 29)	75% (9 / 12)	33.3% (2 / 6)

Phonics Y2 - Cumulative % Pass (Number of Pupils / Total)			
	All Pupils	Disadvantaged	SEN
School	89.7% (26 / 29)	100% (12 / 12)	50% (3 / 6)
National 23/24	89%	82%	61%

Year 4 MTC – Average Score			
	All Pupils	Disadvantaged	SEN
School	18.5	15.8	12.4
National 23/24	20.6	18.3	15.9

Key Stage 2 – % Achieving Expected Standard (Number of Pupils / Total)			
Reading	All Pupils	Disadvantaged	SEN
School	80.6% (29 / 36)	70.6% (12 / 17)	80% (8 / 10)
National 24/25	75%	63%	42%
Writing			
School	80.6% (29 / 36)	64.7% (11 / 17)	60% (6 / 10)
National 24/25	72%	59%	32%
GPS			
School	86.1% (31 / 36)	76.5% (13 / 17)	80% (8 / 10)
National 24/25	73%	60%	36%
Maths			
School	77.8% (28 / 36)	76.5% (13 / 17)	70% (7 / 10)
National 24/25	74%	61%	40%
RWM Combined			
School	66.7% (24 / 36)	58.8% (10 / 17)	60% (6 / 10)
National 24/25	62%	47%	24%

July 2025 Review

Challenge 1: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Attendance rose by 4% last year and the gap between vulnerable groups decreased. The % of children persistently absent decreased by over 10%.

Challenge 2: Improved oral language skills and vocabulary among disadvantaged pupils.

Monitoring demonstrates how the teaching of oracy is embedded across the school. Children are becoming much more confident speakers.
The teaching of vocabulary has been adapted in-line with research. Monitoring demonstrates that this is consistent in every class.

Challenge 3: Improve attainment in core subjects for children deemed to be disadvantaged – closing gaps.

Data above shows that our disadvantaged pupils are, on the whole, achieving well. Focus is still required to further improve outcomes at the end of EYFS and accelerate attainment in the Y4 Multiplication Check.

We are especially proud of the outcomes for disadvantaged pupils in phonics and end of KS2 where our disadvantaged pupils out-performed national measures.

Challenge 4: Pupils will have the confidence, knowledge and cultural capital they need to succeed in life. This will be developed through a strong Personal Development Curriculum and a wide range of life experiences.

Subject Leads had dedicated time to review curriculums and build in enrichment opportunities utilising our local area, visitors and wider experiences.

Highlights from the last academic year include; a whole school trip to the pantomime at Christmas, every class visited the Art gallery for workshops, a new 1-night residential for our Y4 pupils and a visit to the Tate Gallery.

Challenge 5: Wellbeing - Support the personal, social, and emotional development of our children, ensuring pupils are emotionally ready to learn.

There was a high number of suspensions in the last academic year whilst we embedded out new vision, values and behaviour policy. A nurture class provision was required for 10 children to build their emotional literacy and support their reintegration into their mainstream classes – this was successful.

Staff CPD on thresholding and the school's work with the Parent Engagement Framework is building momentum with our SEMH work and pastoral outreach.

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
Get Set 4 PE membership	Get Set for PE
Youth Sport Trust membership	Youth Sport Trust
Jigsaw PSHE/RE	Jigsaw PSHE & RE
Infant Language Link	Speech Link Multimedia Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

There are currently no service children on roll at Falmouth Primary Academy. However, if children join our school roll, we will utilise research and evidence-based practice to meet their needs.
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we further evaluated our data sources to identify the key areas for future focus and development.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged pupils. We met with every pupil eligible for the pupil premium grant to get their input and help us to develop our strategy.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used A School's Guide to Implementation | EEF to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.