

Pupil premium strategy statement – King Charles C of E 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	412
Proportion (%) of pupil premium eligible pupils	12.6%
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 to 2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Lindsey Mackenize
Pupil premium lead	Lindsey Mackenzie
Governor / Trustee lead	Craig Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£76080

Part A: Pupil premium strategy plan

Statement of intent

King Charles C of E Primary School is a two-form entry school serving the coastal Cornish town of Falmouth. At King Charles, our intention is that every child shines. We are committed to ensuring all pupils, particularly those who are disadvantaged, flourish academically, spiritually and emotionally. As a Church of England school, our vision is rooted in the belief that every child is loved, valued and included, and inspired by *Matthew 5:16* – “*Let your light shine before others*”. We strive to cultivate an environment where each pupil’s light can shine brightly, enabling them to experience life in all its fullness.

Our aim is to close the attainment gap between disadvantaged pupils and their peers, while raising outcomes for all. We recognise that high-quality teaching has the greatest impact on pupil progress; therefore, improving teaching and learning is our central priority. Through consistent evidence-informed practice, including strong oracy, explicit vocabulary instruction and responsive assessment, we will ensure every pupil benefits from effective classroom provision every day.

We will provide targeted academic support, informed by diagnostic assessment, to address specific learning needs and accelerate progress. Interventions will be flexible, monitored for impact and closely aligned with classroom learning. Funding will be allocated based on identified need rather than a fixed per-pupil model, ensuring equity and precision.

We also recognise that flourishing extends beyond attainment. By removing barriers linked to attendance, wellbeing, belonging and access to opportunity, we will ensure disadvantaged pupils are fully included and actively engaged in school life. Our SHINE curriculum and enrichment offer will inspire ambition, strengthen aspiration and promote agency for all.

Our pupil premium strategy will be implemented through high-quality teaching, targeted academic support, wider strategies to address non-academic barriers.

Through rigorous monitoring and evaluation, we will track progress with a forensic lens, adapting provision to ensure the needs of disadvantaged pupils are met and that every child is able to belong, believe, aspire and achieve.

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 is lower than for non-disadvantaged pupils.
2	Attainment Internal and external assessments indicate that attainment in some core subjects and among disadvantaged pupils is below that of non-disadvantaged pupils nationally. Our ambition is for disadvantaged learners to achieve as well, if not better, than their peers at King Charles. Our specific focus is to raise outcomes for children at the end of KS1, as well as improving standards at the end of KS2.
3	EYFS 0% of our disadvantaged children achieved GLD in 2025. Our aim is for our percentage of children achieving GLD to be above the national average and for a greater number of our disadvantaged children to achieve this.
4	Enrichment Limited Cultural Capital and Enrichment Opportunities Beyond Falmouth: Some pupils have fewer experiences beyond their local community, which can narrow aspirations and understanding of the wider world.
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. Social, Emotional and Mental Health (SEMH) Needs: Challenges in emotional regulation and resilience impact readiness to learn and relationships with others.
6	Special Educational Needs and Disability A number of our disadvantaged children are also on the SEND Register of Need. This has increased over the last three years with the most common primary need in KS1 and EYFS as Speech, Language and Communication. Our most vulnerable pupils and their families need support with the range of SEND to ensure the correct support is accessed early to encourage our pupils to flourish academically, spiritually and emotionally.

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
All disadvantaged pupils make accelerated progress across the curriculum in all key stages so that attainment is at least in line	<ul style="list-style-type: none"> • Year-on-year increase in attainment

with, or above, national expectations by 2028.	<p>for disadvantaged pupils in RWM combined at both KS1 and KS2</p> <ul style="list-style-type: none"> • Phonics outcomes for disadvantaged pupils remain above national average. • MTC average scores remain above the national average
Families are supported to engage with school to better support their children and to feel agency to school	<ul style="list-style-type: none"> • RWI, reading, writing, maths and SEND workshops for families • Continue shine time sessions – a time for families to come into school to celebrate children's learning and progress • The school library open regularly to enable all families to use the facility and to develop a love for reading • Drop-in visits for families to meet with external professionals such as the Family Support Worker
Enrichment through opportunity – an equity-based approach	<ul style="list-style-type: none"> • Enrichment opportunities and extra-curricular clubs are planned by children's choice – all PPG children are given first choice of clubs and all barriers to attending are removed. • Maximum use is made of local business and the parent body to raise aspirations, describe career paths, and foster a sense of achievement. • All children attend one (or more) extra-curricular club run by the school.
Special Education Needs and Disability	<ul style="list-style-type: none"> • Individual Support Plans will ensure bespoke provision for individuals and groups of children with specific needs. • Due to precise teaching and targeted intervention, children come off the Record of Need as quality first teaching is adapted to meet their learning needs. • Equally, children are added to the RoN to provide targeted support which is carefully monitored and measured.
EYFS - Language and literacy gaps narrow significantly by the end of EYFS, enabling all children to access the full curriculum in Key Stage 1.	<ul style="list-style-type: none"> • Disadvantaged pupils in EYFS meet or exceed national expectations in Communication and Language and Literacy ELGs. • Internal tracking shows accelerated progress from low starting points in speech and language development.
Every disadvantaged child is known, valued and heard — with improved oracy, social skills, attendance, and participation in enrichment and leadership opportunities.	<ul style="list-style-type: none"> • Attendance for disadvantaged pupils rises to 95%+ with improved punctuality. • The participation of disadvantaged pupils in clubs, leadership roles and opportunities

	<p>to represent the school are carefully tracked and monitored to ensure maximum participation</p> <ul style="list-style-type: none"> • Stronger oracy outcomes and pupil confidence evident through class discussions, performances and pupil voice surveys.
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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: £ 38076

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWInc - the teaching of early reading through high quality phonics.</p> <p>Daily phonics interventions across the school.</p> <p>RWI Fresh Start phonics for Year 5/6</p>	<p>Systematic phonics improves early reading success. Phonics EEF</p>	2, 3, 6
<p>Recruitment, retention and development of high-quality teaching staff including coaching and leadership pathways</p>	<p>EEF: Professional Development (+5 months) leads to more effective, consistent teaching; high staff stability supports long-term outcomes and relationships</p>	2, 3, 4, 5, 6
<p>Ongoing CPD including trauma-informed practice and instructional coaching</p>	<p>EEF: Professional Development (+5 months). Improves sustainability of high-quality teaching.</p>	1, 2, 5
<p>Improve fluency and automaticity in maths. Maths Lead has trained all staff on the importance of over-learning number facts to automaticity. The progression of number facts has been mapped out across the school. Maths Lead to monitor implementation of fluency programme and coach staff.</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:</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</p> <p>EEF Maths EY KS1 Guidance Report.pdf</p>	2, 6
<p>Embedding adaptive teaching across the curriculum. CPD programme to include bespoke</p>	<p>Research suggests that well-designed professional development is a crucial tool in improving teaching quality. Effective Professional Development EEF</p>	1, 2, 3, 6

coaching of specific staff and subject.	Research shows that coaching is an effective PD model. Four reasons instructional coaching is currently the best-evidenced form of CPD – Sam Sims Quantitative Education Research	
More focused deployment and training of TAs to lead guided work and in-class intervention. A more flexible and responsive approach to utilisation of TAs to promote self-regulation and independence of pupils including those with SEN needs.	Research evidence suggests that teaching assistants are most effective when deployed to provide targeted and structured interventions. TA Guidance Report MakingBestUseOfTeachingAssistants-Printable 2021-11-02-162019_wsqd.pdf Deployment of Teaching Assistants EEF	2, 3, 6
Strengthen and further embed oracy across the school and curriculum.	Communication and language approaches EEF Preparing for Literacy EEF	2, 3, 5, 6

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

Budgeted cost: £ 19255

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics tuition EYFS, Y1 and Y2 (1:1) The teaching of early reading through RWInc and high quality 1-1 and small group interventions with teachers and TAs.	Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics EEF	2, 3, 6
Years 5 and 6. Fresh Start - is a systematic synthetic phonics RWI programme for struggling readers aged 9 – 13+. Pupils are taught at their challenge point, so they learn to read accurately and fluently in just 25 minutes a day.	Read Write Inc. Phonics and Fresh Start - trial EEF Targeted academic support EEF	2, 5, 6

Nessy - this is a targeted reading and spelling intervention that supports children who have been diagnosed with Dyslexia or have Dyslexic tendencies	<p>Nessy Reading and Spelling is based upon the Orton-Gillingham and structured literacy methodology which follows the Science of Reading (methods or approaches to reading that have been proved through research).</p> <p>Nessy Methodology</p> <p>The Effect of Nessy When Added to the Regular Curriculum Nessy</p>	2, 6
Half termly review of SEN support plans with a link to PP and the impact of interventions. Peer-on-peer coaching for teaching staff. SENDCO input in staff meetings – addressing support or QFT practices	<p>Early identification and intervention for children with SEND, as to clarify the disparity between PP children and their peers. King Charles has an ethos of high attainment for all pupils.</p> <p>EEF Blog: Five evidence-based strategies to support... EEF</p>	1, 2, 3, 5, 6

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

Budgeted cost: £ 18751

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Trauma Informed Schools practitioner</p> <p>Further strengthen our PHSE curriculum using Trauma Informed Schools resources</p>	<p>Research shows the adverse impact of child trauma when there is no emotionally available adult as a protective factor, leading to a variety of problems including self-regulatory disorders.</p> <p>Evidence Base</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5, 6
Full implementation of the Jigsaw PSHE and digital citizens programmes. Review RSHE in line with new government statutory guidance (2026) – online safety and well-being.	EEF Social and Emotional Learning.pdf	1, 4, 5
1:1 behaviour and learning support. SENCO providing support and advice for parents of	Evidence Base	1, 2, 5, 6

neurodiverse pupils with regular drop-in cafes.		
Attendance is monitored closely	Working together to improve school attendance (applies from 19 August 2024)	1, 2
First access music lessons	WHAT WE DO ASONE Hub	1, 4, 5
A wide offer of extra-curricular clubs, sports, coaching and outdoor learning opportunities are promoted and supported to enable PP children to attend and participate. Reduction in price of residential/adventurous visits	Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk) Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) Physical activity EEF (educationendowmentfoundation.org.uk) Ofsted (2019) places emphasis on improving cultural capital particularly for disadvantaged pupils	1, 4, 5, 2
Bespoke provision and plans to support children with EBSR, particularly for the start of the day. For example an available TIS practitioner to support children	Trauma Informed Schools UK	1, 5

Total budgeted cost: £ 76080

Part B: Review of outcomes for 2024-2025

Outcomes for disadvantaged pupils

Key Performance Outcomes – 2024 25:

EYFS - % Achieving GLD			
(Number of Pupils / Total)			
	All Pupils	FSM	SEN
School	68.3% (41 / 60)	0% (0 / 3)	0% (0 / 5)
Trust	73.2%	57.4%	26.2%
National 23/24	67.7%	51.5%	19.7%

Phonics Y1 - % Pass			
(Number of Pupils / Total)			
	All Pupils	Disadvantaged	SEN
School	96.6% (57 / 59)	100% (5 / 5)	71.4% (5 / 7)
Trust	90.5%	84.4%	64.8%
National 23/24	80%	68%	44%

Key Stage 1 – % Achieving Expected Standard			
(Number of Pupils / Total)			
Reading	All Pupils	Disadvantaged	SEN
School	78.9% (45 / 57)	40% (2 / 5)	11.1% (1 / 9)
Trust	75.4%	57.4%	35.7%
Writing			
School	64.9% (37 / 57)	20% (1 / 5)	0% (0 / 9)
Trust	66.9%	47.3%	20.7%
Maths			

School	75.4% (43 / 57)	40% (2 / 5)	33.3% (3 / 9)
Trust	78%	65.5%	45.7%

Phonics Y2 - Cumulative % Pass (Number of Pupils / Total)			
	All Pupils	Disadvantaged	SEN
School	93% (53 / 57)	60% (3 / 5)	55.6% (5 / 9)
Trust	95.2%	89.9%	78.6%
National 23/24	89%	82%	61%

Year 4 MTC – Average Score			
	All Pupils	Disadvantaged	SEN
School	23.4	21.3	15.8
Trust	22.1	20.8	18.4
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	79.6% (43 / 54)	54.5% (6 / 11)	76.9% (10 / 13)
Trust	78.8%	67.4%	59.4%
National 24/25	75%	63%	42%
Writing			
School	83.3% (45 / 54)	63.6% (7 / 11)	61.5% (8 / 13)
Trust	79.2%	64.7%	45.5%
National 24/25	72%	59%	32%
GPS			
School	81.5% (44 / 54)	72.7% (8 / 11)	61.5% (8 / 13)

Trust	77.1%	63.6%	52.1%
National 24/25	73%	60%	36%
Maths			
School	83.3% (45 / 54)	63.6% (7 / 11)	69.2% (9 / 13)
Trust	77.8%	61.5%	53.3%
National 24/25	74%	61%	40%
RWM Combined			
School	74.1% (40 / 54)	45.5% (5 / 11)	61.5% (8 / 13)
Trust	66.1%	49.7%	37.6%
National 24/25	62%	47%	24%

Challenge 1: Attendance

Attendance in the previous year improved across the school with persistent absenteeism falling to 9.25% However, there still remains a gap in attendance between disadvantaged children and their peers.

Challenge 2: Developing Oracy Skills

Internal and external monitoring shows that we have developed a high-quality Oracy Curriculum. High quality texts build schema and drive our Shine Curriculum.

Challenge 3: Writing outcomes across the school

In 2022-2023, 0% of our disadvantaged children met the expected standard for writing at the end of KS1 and 40% by the end of KS2. Nationally in 2023, 77.3% of disadvantaged children achieved the expected standard in writing at the end of KS2.

In 2025, 20% of our disadvantaged children met the expected standard for writing at the end of KS1 and 64% by the end of KS2. Nationally in 2025, 59% of disadvantaged children achieved the expected standard in writing at the end of KS2. Although our disadvantaged learners outcomes were above the national average, we are ambitious for those children to achieve as well as their non-disadvantaged peers at King Charles.

Challenge 4: GLD for EYFS/Y1 Phonics

97% of all pupils and 100% of our disadvantaged pupils achieved the Year 1 Phonics Screening Check in 2025.

Externally provided programmes

Programme	Provider
Lego play therapy	Trained TA
Fun Fit	Trained TA x2
1-1 Speech and Language	NHS and trained TA
Language Link screen	OxEd
Nessy	Nessy Reading and Spellings
RWI	Ruth Miskin
Developing experts - science	Odgen Trust
TISUK	Trauma Informed Schools
TT Rock Stars	Maths Circle Ltd
Jigsaw PSHE	PSHE

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
<ul style="list-style-type: none"> • Pastoral support available to pupils from TIS practitioners. • Little Troopers lead teacher club: Home - Little Troopers • Small group tuition to close gaps in reading and maths knowledge and skills • Enrichment provision and transport
The impact of that spending on service pupil premium eligible pupils
<ul style="list-style-type: none"> • Pupils were provided with support at the time of need which was effective for those parents deploying overseas and supporting operations at sea. • Teachers know their children very well – this leads to quick intervention and support as required. • When families move away, they remain in close contact with their Little Trooper friends.

Further information

- Funded breakfast club places for disadvantaged pupils to enable parents to work and ensure children receive breakfast before school.
- After school clubs targeted at disadvantaged pupils.
- Funded of subsidized enrichment programmes including trips to promote cultural capital and hinterland of knowledge.