

Pupil premium strategy statement – Sky Primary and Eden Project Nursery

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our children who experience under resourced backgrounds.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for children who experience under resourced backgrounds we hope for across this academic year.

School overview

Detail	Data	
	2024-25	2025-26
Number of children in school	92	115
Proportion (%) of pupil premium eligible children	17.64%	13.04%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027	
Date this statement was published	December 2025	
Date on which it will be reviewed	December 2026	
Statement authorised by	Emma Vyvyan Headteacher	
Pupil premium lead	Emma Vyvyan	
Governor / Trustee lead	Anne Double	

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£14 349.83
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£14 349.83

Part A: Pupil premium strategy plan

Statement of intent

Our core aim is to offer an exceptional experience with learning beyond the classroom at the heart of all we do, and to ensure that every child is supported to succeed and flourish.

We aim to ensure that all children, whatever their starting point, background or challenges they face, are supported to make **good progress and achieve well across the curriculum**. The core purpose of this strategy is to ensure that our children with under resourced backgrounds are supported to achieve this aim.

Through this strategy and our wider school improvement plan we will work to understand better and **break down the barriers** faced by our under resourced background and vulnerable children and enable academic progress, focusing on reading, writing and maths for all.

Quality first teaching (that this inclusive approach happens at the point of learning) is at the centre of our approach and is reflected in the intentions of our wider school improvement plan. Ensuring that this is the best it can be is proven to have the greatest impact on closing the attainment gap between under resourced background children and their peers whilst at the same time benefitting all children and therefore sustaining the progress they make.

Through our **curriculum** offer - nature inspired curriculum; learning beyond the classroom; real life and relevant learning; celebrating our sense of place locally and globally and our unique partnership with Eden Project, we aim to provide our children with a **rich, broad and balanced curriculum** offer which will inspire them to learn and thus lead to good attendance. Through our curriculum and the wider experiences and opportunities it offers, children will be afforded opportunities to develop academically, personally and socially.

This strategy must be **responsive and adapt to meet the changing and developing needs** of our school community. To ensure that we remain focused on moving forward we will apply our school's robust and comprehensive approach to monitoring and assessment to ensure that strategies adopted are evaluated as we continue to aim for the best for our children. We also recognise that not all pupils who experience under resourced

backgrounds are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil for groups that the School has legitimately identified as having experience of under resourced backgrounds.

Challenges

This details the key challenges to achievement that we have identified among our under resourced background children.

Challenge number	Detail of challenge
1	Personal, Social and Emotional Needs Assessments, observations and wider school monitoring shows that children (particularly our most under resourced backgrounds) need support with reading, speech, language and communication, physical (fine/gross motor skills) personal, social and emotional needs. Some children may not have been able to experience usual age opportunities, some may have SLCN needs.
2	Developing a Love of Reading Reading is at the core of our work as a school and as such we have identified that our children who experience under resourced backgrounds often need more support to engage. We want our children to experience rich and diverse books, develop a love and understanding of authors and simply get lost in a book. We provide access to quality books to share at home from Nursery age upwards. Our Boomreader App encourages families to engage and record their reading at home. Our most under resourced background experienced children and their families may need support with this and through our whole-school reading strategy, we are putting all children, particularly our most disadvantaged, at the centre of this work.
3	Cultural Capital, Aspirations and Enriching Life Experiences We know that all families may have been hit hard by the cost of living crisis and we know that life can be challenging for many of our families. We know that not all children may have equal and fair access to experiences that create life-long memories, develop life skills and encourage our children to be the best they can be.
4	Oracy Skills We have identified that some of our children's oracy skills need support to develop further. This is important as we know that purposeful talk can improve outcomes and also lead to children developing greater confidence to talk about themselves and others thus increasing their emotional literacy.

5	<p>Writing Skills</p> <p>We have observed children show writing skills require development across age ranges and some children may experience lower stamina, therefore children' learning incorporates a motivating curriculum to build interest and resilience in learning. We are following the recently published DfE Writing Strategy to enhance our approach – hand writing accuracy and fluency are also focus areas.</p>
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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
Pupils will make accelerated progress in reading and attainment levels will be at least in line with the national average	Phonics screening test results will be at least in line with national averages. More pupils who do not achieve GLD in EYFS will go onto achieve age related expectations in reading at the end of KS 1. Pupils will be able to successfully apply their reading skills across the wider curriculum
Pupils will make accelerated progress in reading and attainment levels will be at least in line with the national average	More pupils who do not achieve GLD will go on to achieve phonics screening check at end of KS1; pupils will be able to write at length, across the curriculum, to support their learning In school year joining pupils will receive individualised catch up tutoring to close assessed gaps with specific targeted support

Our curriculum is aspirational, immersive and provides motivational learning opportunities	Our children develop higher level vocabulary, have a variety of opportunities to engage them in learning providing them with meaningful participation experiences and interactions. This front loaded learning encourages vocabulary rich talk and deepens the children's sense of connection – we never assume that our children have access to or have experienced our local place, community or landscapes. From family feedback we know that our curriculum creates curiosity, connection outside school and conversation, thoughts and opinions – developing important oracy skills and confidence for life.
To maintain improved and supported wellbeing for all children in our school.	Children are confident and can articulate where they can get support: well-being resources, trusted adults, resources, home. Families are supported to provide their child with support through signposting, resources and Family Chat sessions to enable community building/networking. A consistent relational approach across the school develops reflection, articulation, and sense of belonging. Children, as identified, access a range of interventions led by trained staff linked to support wellbeing.

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	<p>Pupil voice conversations reflect their wellbeing – this being good and well supported.</p> <p>Colleagues' practice is developed further through our work as a Relational Approach School with appropriate interventions.</p> <p>Behaviour standards remain good and relationships between peers are strong. Our Ways of Being approach is central to this.</p>
<p>Children make good progress across the curriculum.</p>	<p>The gaps in attainment between deemed disadvantaged children (children who experience under resourced backgrounds) and non-deemed disadvantaged children closes. This is monitored through summative and formative assessments.</p> <p>Learning outcomes reflect quality learning showing our core values of achievement, aspiration and creativity in action. Assessment tracking enables us to identify gaps and close them through in the moment teaching et al. Children are at least in line with AREs</p>
<p>Children achieve and maintain standards in reading reinforced by a love of reading leading to high levels of engagement.</p>	<p>Pupil conferencing shows that there is a maintained and increased level of enjoyment in reading.</p> <p>Standards in reading are improved across the school and good progress is made. This is seen in summative and formative assessments.</p> <p>Families engage in sharing books and use Boomreader to comment.</p> <p>Nursery families are engaged in our Reading for Pleasure sharing story books at home too.</p> <p>Children have access to Sky Space library – exploring a range of poetry, non-fiction and fiction books</p>

Improved oral and language skills and vocabulary among all pupils, particularly our children who experience under resourced backgrounds.	Assessments and observations show improved oral language among all pupils, particularly our children who experience under resourced backgrounds. Through triangulation, this is evidenced through outcomes, engagement in lessons and Oracy approach. Wellcome Pack resources also show positive progress from interventions in place.
Attendance levels are maintained and the attendance for children who experience under resourced backgrounds is improved. Attendance is at least in line with the national average of 95%	Whole-school attendance levels are good. The gap between Deemed disadvantaged (DDA) and non-DDA children closes.
	Offer and attendance at Breakfast Club and Stay and Play Club reflects positive results, reducing lateness. Attendance is rigorously monitored and swift action taken in supportive conversations with families – every child, on time, every day, learning ready
Families are supported to engage with school and do so.	Families are supported to attend events at school and engage with school staff in conversations and activities to support children's learning and wellbeing. Great Works and Friends of Sky events. Transport, timings and dates of events are carefully considered to enable attendance and participation. Our sense of community is further supported by our Friends of Sky who encourage belonging support and involvement.

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: £ 1921.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading CPD – early reading (Read Write Inc., a DfE validated systematic synthetic phonics programme)- subscription for online resources and parent portal</p> <p>Intervention, wholeschool approach and continued monitoring.</p>	<p>DfE – The Reading Framework Phonics – Toolkit Strand – EEF</p>	2,4
<p>Boomreader App engagement and progress tracking – subscription</p> <p>The Write Stuff – subscription, resources and training</p> <p>Enriching texts across all genres – curriculum linked and Reading for Pleasure</p>		

<p>Clear commitment to continual professional development (CPD) from our Trust and external partners and agencies. Leaders provided with time to be trained, disseminate and follow-up impact.</p> <p>Eden Partnership CPD programme.</p> <p>Relational Approach CPD</p>	Sutton Trust – quality first teaching has direct impact on outcomes	<p>All aspects</p>
<p>Focus on quality first teaching to ensure that learning is engaging, pupils are supported to achieve well and good progress is made across the curriculum.</p>	EEF guide to pupil premium – tiered approach (point 1). Sutton Trust – quality first teaching has direct impact on outcomes	<p>2,3,4</p>

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Interventions for those pupils who	EEF – Tuition and Group	2,4
are within the lower 20% through the RWI programme.	Teaching Intervention DfE criteria	

Targeted interventions in place to support academic and pastoral needs	EEF – Social and Emotional Learning	1,3
Assessment/ activities using SEMH group and individual snapshots	Various neuroscience and child development research based information	1
RWINc resources, subscription	Phonics – Toolkit Strand – EEF EEF – Tuition and Group Teaching Intervention	

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

Budgeted cost: £ 11 428.14

Activity	Evidence that supports this approach	Challenge number(s) addressed

Nature inspired learning opportunities and enriched outdoor environment. Purchase of equipment to enable participation	EEF Outdoor learning opportunities	All aspects
Further embed our PSHE curriculum where wellbeing, safety and awareness of self, others and the wider world is a core theme.	EEF – Improving social and emotional learning in schools Zones of Regulation	1,3
Access to daily Breakfast and Stay and Play Club	EEF – Attendance Interventions https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1670404090	

Total budgeted cost: £ 14 349.83

Part B: Review of the previous academic year

Outcomes for disadvantaged children

We opened our school in September 2022 - Pupil Premium Attendance Data

	2022-23	2023-24 (1.12.23)	2024-25
PP	93.2%	93%	95.49%
Non PP	95.9%	96.9%	93.68%

1 Intended outcome Pupils will make accelerated progress in reading and attainment levels will be at least in line with the national average

Success criteria Phonics screening test results will be at least in line with national averages. More pupils who do not achieve GLD in EYFS will go onto achieve age related expectations in reading at the end of KS 1. Pupils will be able to successfully apply their reading skills across the wider curriculum

Evaluation – all children on track with RWInc; 82.8% GLD – (Trust 73.2%; National 68.3%);
Priorities going forward – more pupils who do not achieve GLD in EYFS will go onto to achieve ARE in reading at end of KS1 and PSC

2 Intended outcome Our curriculum is aspirational, immersive and provides motivational learning opportunities

Success criteria Our children develop higher level vocabulary, have a variety of opportunities to engage them in learning providing them with meaningful participation experiences and interactions. This front loaded learning encourages vocabulary rich talk and deepens the children's sense of connection – we never assume that our children have access to or have experienced our local place, community or landscapes. From family feedback we know that our curriculum creates curiosity, connection outside school and conversation, thoughts and opinions – developing important oracy skills and confidence for life.

Evaluation – pupils are positive about their learning – collated through pupil voice;
Priorities going forward – CPD for staff in Oracy approach to raise quality talk and thinking across the curriculum – children's voice, talk guidelines in place consistently across every class, articulate use of subject based technical vocabulary; Green Team attendance at Anthropy conference Eden – 900 organisations, national stage (3 DDA pupils represented) ; Enrichment Clubs (after school) approx. third sign ups are DDA (2 children are in EYFS so do not take part)

3 Intended outcome To maintain improved and supported well-being for all children in our school.

Success criteria Children are confident and can articulate where they can get support: well-being resources, trusted adults, resources, home.

Families are supported to provide their child with support through signposting, resources and Family Chat sessions to enable community building/networking. Children, as identified, access a range of interventions led by trained staff linked to support wellbeing. Pupil voice conversations reflect their wellbeing being good and well supported. Colleagues' practice is developed further through our work as a Relational Approach School – assessment and interventions.

Behaviour standards remain good and relationships between peers are strong.

Evaluation – Pupils social/emotional skills increased, assessments conducted include Ways of Being, SEMH/ARE information individualising priorities going forward – resilience, independence skills developed to reduce any lost learning time e.g. transitions, independent learners - executive functioning focus

4 Intended outcome Children make good progress across the curriculum.

Success criteria The gaps in attainment between PP (children who experience disadvantage) and non-PP children closes. This is monitored through summative and formative assessments.

Learning outcomes reflect quality learning showing our core values of achievement, aspiration and creativity in action. Assessment tracking enables us to identify gaps and close them through in the moment teaching et al. Children are at least in line with AREs

Evaluation – 82.8% children achieved GLD Priorities going forward all DDA children achieve GLD using forensic assessment to rapidly close gaps in learning; focus on SLCN using Oracy approach, Notice and Focus targets, Language Link interventions and RWInc 1:1 tutoring

5 Intended outcome Children achieve and maintain standards in reading reinforced by a love of reading leading to high levels of engagement.

Success criteria Pupil conferencing shows that there is a maintained and increased level of enjoyment in reading.

Standards in reading are improved across the school and good progress is made. This is seen in summative and formative assessments.

Families engage in sharing books and use Boomreader to comment.

Nursery families are engaged in our Reading for Pleasure sharing story books at home too.

Evaluation – language link implemented in Reception, investment in quality books with children's book choice talk increased, Boomreader to engage families in reading Priorities going forward – raise profile of RfP, Family Chat sessions, RWInc CPD and



Development Days, online assessment plus Trust training – all staff , links with St Austell Children's Literature Festival and Where Reading Rocks – author visits, St Austell Summer reading challenge

6 Intended outcome Improved oral and language skills and vocabulary among all pupils, particularly our children who experience under resourced backgrounds.

Success criteria Assessments and observations show improved oral language among all pupils, particularly our children who experience under resourced backgrounds. Through triangulation, this is evidenced through outcomes, engagement in lessons and Oracy approach assessment – development of subject specific assessment checkpoints. Wellcome Pack resources show positive progress from interventions in place. **Evaluation** – Language Link identified development needs, GLDs show learning areas below in processing language Priorities going forward– continue Oracy CPD and monitoring, evaluation and implementation for quality talk and thinking, focus on vocab and quality reading texts across curriculum

7 Intended outcome Attendance levels are maintained and the attendance of disadvantaged children is improved. Attendance is at least in line with the national average of 95%

Success criteria Whole-school attendance levels are good. The gap between DDA and non-DDA children closes. Offer and attendance at Breakfast Club and Stay and Play Club reflects positive results, reducing lateness. Attendance is rigorously monitored and swift action taken in supportive conversations with families – every child, on time, every day, learning ready **Evaluation** – KL Trust attendance strategy implemented for all children, supportive approach for families building confidence in EYFS attending, children want to be at school Priorities going forward – continue to support families and promote value and importance of high attendance lost learning time, missed opportunities, reduce time with friends

8 Intended outcome Families are supported to engage with school and do so.

Success criteria Families are supported to attend events at school and engage with school staff in conversations and activities to support children's learning and wellbeing. Great Works events and Friends of Sky. Transport, timings and dates of events are carefully considered to enable attendance and participation. Our sense of community is further supported by our Friends of Sky who encourage belonging support and involvement. **Evaluation** – good attendance at school events, positive feedback from social media platforms and family Trust survey Summer 2025 Priorities going forward – continue to communicate shared learning opportunities and enable all families to attend – events at different times to ensure working adults can attend ; increase enrichment offer including sport, creative, nature based after school clubs

Externally provided programmes

Programme	Provider
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Ruth Miskin Literacy	RWInc
Jigsaw PSHE	Jigsaw PSHE Ltd – Jan Lever Group
Speech and Language Sessions	Language Link activities
Voice 21	Cambridge Oracy Project
The Write Stuff	Jane Considine, The Training Space
Boomreader	Boomhub

Service pupil premium funding (optional)

<p><i>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</i></p>
n/a
<p>The impact of that spending on service pupil premium eligible children</p>
n/a

Further information (optional)

<p>We focus on the whole child, for every child, when we review and evaluate each child's progress and provision.</p> <p>Through our Pupil Progress meetings, we ensure that there is regular tracking of impact and planning of next steps for every child, with a focus for our children who under resourced backgrounds. Within these meetings we look at successes and barriers for all which includes attendance, pastoral needs, academic progress, enrichment opportunities and other contextual factors.</p> <p>To ensure that our whole staff team know our children well and know what barriers they might face, we use context information to ensure that medical, pastoral, academic etc. needs are up to date, thus informing our provision for each child. We value getting to know our families and engaging them as part of our school family.</p> <p>Looking at the whole child helps us to ensure that we achieve our aim of ensuring that all children in our care experience a varied, aspirational, challenging and enriching curriculum – we want to instil a passion for life long learning at Sky Primary and Eden Project Nursery.</p>	

