



## Pupil premium strategy statement – Trenance Learning Academy

This statement details our school's use of pupil premium (and recovery 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 (Based on October 2025 Census)	Data
Number of pupils in school	321
Proportion (%) of pupil premium eligible pupils	46 FSM 1 PLAC
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> )	Sept 2024 – Aug 2027
Date this statement was published	September 2024. Reviewed: Dec 2025
Date on which it will be reviewed	Autumn 2025 – Year 1 Autumn 2026 – Year 2 Autumn 2027 – Year 3
Statement authorised by	Matt Williams
Pupil premium lead	Matt Williams
Governor / Trustee lead	Lisa Mann

### Funding overview

Detail (Based on October 2024 Census)	Amount
Pupil premium funding allocation this academic year based on October 2024 census	£81810
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0



<p><b>Total budget for this academic year</b></p> <p><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></p>	£81810
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**KernowLearning**



## **Part A: Pupil Premium Strategy Plan**



## Statement of intent

At Trenance, reversing disadvantage is a deeply personal challenge and a mission for us all. Only action born out of knowing individual children, where it is everyone's business and privilege and everything that we do, will we have the chance to support all children who are presently or previously experiencing disadvantage or those who are likely to experience disadvantage in the future. We are the greatest hope and the biggest resource that children and their families have to reverse disadvantage. We aim to understand and overcome the forces that act explicitly and implicitly to reinforce disadvantage over time.

The pandemic has not been felt evenly, it has exposed and entrenched disadvantage and threatens to define and harm a generation. Without greater action and decisive intervention, our legacy will reflect that we did not do enough for those that need us the most.

Our aim is to make sure that what we do between 08:45 and 15:15 every day is so robust that it is enough to get every child where they need to be, regardless of what they 'have' or 'do not have' at home.

We seek equity over equality to support learners experiencing disadvantage to have the (supported) opportunity and (leveraging) experiences that will allow them to be successful.

"There are no great schools without great teachers. The quality of teaching is the single most important in-school factor for improving pupil outcomes and it is particularly important for pupils from disadvantaged backgrounds." DfE 2021

As a designated Teaching School Hub and English Hub it is our acknowledged core purpose to ensure that every classroom at Trenance is the best at how and what they teach so that disadvantaged pupils receive quality first education all day, every day. We focus on keep up, not catch up.

## Principles

- Every teacher is the best at how and what they teach so that every child experiences quality first teaching all day, every day.
- We ensure that teaching and learning opportunities meet the needs of all pupils and that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of pupils experiencing social disadvantage are addressed.
- In making provision for pupils experiencing disadvantage, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged. Therefore, we adopt a 'What we do for one, we do for all' vision to ensure that all pupils who

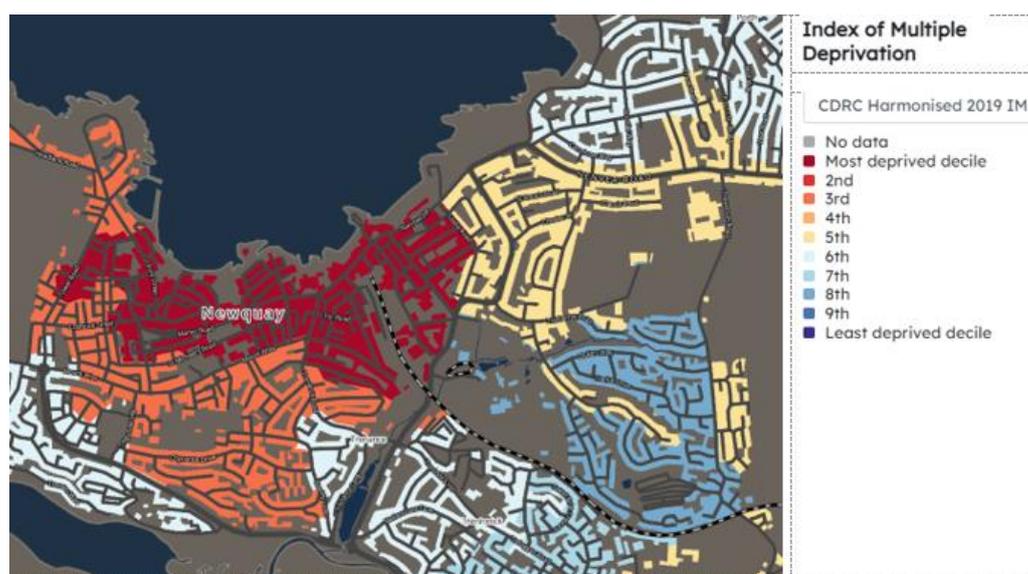


are or may be marginalised receive a high-quality education. Our intention is that all pupils are included in challenging learning.

- We also recognise that not all pupils who are experiencing disadvantage are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the Academy has legitimately identified as being socially disadvantaged or have additional vulnerabilities such as SEN or EAL.
- Equity of offer – Every learning opportunity at Trenance is open to all pupils but we 'positively advantage' all pupils experiencing disadvantage to ensure they access that offer.
- The use of a 3 year plan aligns to our 3 year timeframe of YF – Y2. Each cohort is carefully monitored for their needs. The 3 year plans allow every class teacher to relay information to the following year group teacher +from YF-Y2 through transitions and Laser Conversations.

## School Context

The map below highlights the Index of Multiple Deprivation for the surrounding areas of Trenance. The Index of Multiple Deprivation (IMD) is the official measure of relative deprivation in England. It follows an established methodological framework in broadly defining deprivation to encompass a wide range of an individual's living conditions. People may be considered to be living in poverty if they lack the financial resources to meet their needs, whereas people can be regarded as deprived if they lack any kind of resources, not just income.



Lower-Layer Super Output Areas (LSOAs) are small areas designed to be of a similar population size, with an average of approximately 1,500 residents or 650 households. There are 32,844 Lower-layer LSOAs in England. There are currently



329 pupils on roll and the school is in one of most deprived wards in England, 47% of pupils drawn from the 0-30% most deprived Super Output Areas.

Pupil Premium funding will be allocated following annual needs analyses which will identify priority classes and groups. Half termly meetings will monitor the impact of targeted support for identified pupils. Children who are entitled to receive Pupil Premium and the Recovery Premium funding are: children in receipt of free school meals, looked after children.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance & Punctuality of some pupils deemed to be disadvantaged show additional support is required to ensure every child is in school, every day, on time, learning ready.
2	Significant language gaps prevent pupils from accessing learning and meeting their full potential.
3	'Learning Readiness' - Some disadvantaged children are not yet ready to learn at all times, due to their emotional state. Language Link Assessments highlight that a large number of pupils deemed to be disadvantaged start school with significantly low levels of understanding.
4	56% of our current Y1 Disadvantaged cohort did not reach GLD and therefore have gaps in their readiness to access KS1.
5	End of KS1 data in 2023/2024 highlighted that not all pupils deemed to be disadvantaged achieved attainment above the national average.
6	Our observations show that many of our children have less access to wider learning opportunities and enriching experiences. Some of our children's opportunities outside of school to develop cultural capital are limited.



## 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
<p>Attendance for disadvantaged pupils is at least 95% each term.</p>	<ul style="list-style-type: none"> <li>• The attendance of all disadvantaged pupils is rigorously monitored and swift robust action is taken for any pupil not in school within the first half an hour of non-attendance.</li> <li>• The school work with parents using our <i>Project 100</i> programme to understand that their child must be in school, on time, every day, learning ready and that non-attendance or lateness will be rigorously pursued.</li> <li>• The Attendance Team proactively manage the attendance of individual pupils using the access plan arrangements.</li> <li>• All class teachers are vigilant on DP attendance rates and report concerns</li> </ul>
<p>The % of pupils whose comprehension levels are below ARE to reduce from 16% to 0%.</p>	<ul style="list-style-type: none"> <li>• All DP pupils are screened on entry to Trenance in EYFS but also if arriving in Year 1 or 2.</li> <li>• DP pupils leave EYFS having reached the ELG for Speaking and Listening.</li> <li>• All pupils including DP are assessed in language comprehension on entry to the school. Those who require it, receive intensive provision to</li> </ul>



	<p>help close the gap as quickly as possible.</p> <ul style="list-style-type: none"> <li>• Voice 21 CPD allows all staff to provide whole-class quality first teaching and learning in oracy.</li> </ul>
<p>All disadvantaged pupils to have the emotional capacity to be ready to learn at ALL times. As a result, the % of SEMH concerns reduce significantly.</p>	<ul style="list-style-type: none"> <li>• Equip the children with strategies for a positive mind set using RSHE lessons and the school values.</li> <li>• Provide CPD for all staff to deliver Emotional First Aid as part of normal classroom practice, this includes the use of Jigsaw RHSE to deliver the RHSE curriculum.</li> <li>• Highly trained support staff will deliver bespoke nurture-based support, helping to develop pupil's resilience, self-esteem and confidence.</li> <li>• Progressive themed assemblies that incorporate the school values and rules as well as focussing on wellbeing and developing social skills are delivered consistently.</li> <li>• Pupils who are disadvantaged are focused and ready for learning.</li> <li>• Ongoing family work supports pupils lives outside of school and strengthens community relationships.</li> </ul>
<p>All disadvantaged pupils who did not reach GLD progress to ARE by the end of KS1.</p>	<ul style="list-style-type: none"> <li>• Pupils are assessed and starting points to close learning gaps are well known amongst the team.</li> <li>• DP data profiles from EYFS are known by Year 1 class</li> </ul>



	<p>teachers and pupils are discussed during laser conversations.</p> <ul style="list-style-type: none"> <li>• KS1 teams plan 'closing the gap' activities for target pupils.</li> <li>• By end of Autumn 1 the % of pupils not Y1 ready has decreased, and again by end of Autumn 2.</li> <li>• The barriers for disadvantaged pupils are well known and understood by the whole class team.</li> <li>• Curriculum Teams understand the needs of all pupils and ensure that learning is sequenced appropriately, incorporating any missed learning.</li> </ul>
<p>All disadvantaged pupils achieve above the national average in PSC, Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> <li>• The Trenance 'Adventures in Learning', provides all pupils with the knowledge and understanding of the wider world in which they live, whilst also helping them to feel rooted in their local community.</li> <li>• All staff to receive high quality CPD to support in the planning and delivery of a high-quality curriculum with a consistent approach across KS1.</li> <li>• All gaps in pupils' composite skills/knowledge are identified and the curriculum is shaped to meet these gaps.</li> <li>• Teaching and learning is effective to individual needs and quickly moves pupils forward from their post closure starting points.</li> </ul>



	<ul style="list-style-type: none"> <li>• Assessments are frequent and purposeful, supporting the future learning of pupils.</li> <li>• Planning and teaching is reflective of assessments and effective in closing gaps in learning.</li> </ul>
<p>All disadvantaged pupils to access our wide, rich set of experiences.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils are encouraged to attend any extracurricular clubs. They will receive priority placements for all clubs on offer. At least 80% of pupils will attend a club.</li> <li>• Project 100 funding allows all pupils the opportunity to attend all trips, visits and activities outside of school.</li> <li>• The attendance team to monitor and provide transport where necessary to ensure no pupil is disadvantaged or unable to attend activities.</li> <li>• To work with local club providers to provide funded activities for our disadvantaged pupils removing the barriers of cost and infrastructure.</li> </ul>

## Activity in this academic year

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

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

Budgeted cost: £ 10000



Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance focus: early arrival and 'lost minutes' prevention	<p><a href="#">Supporting the attainment of disadvantaged pupils</a></p> <p>Disadvantaged pupils with high attendance achieve significantly better outcomes. Staff monitor attendance daily and escalate concerns early. Staff attend masterclasses on reducing persistent absence and "lost minutes". Daily pre-registration activities (8:45–9:00) encourage early arrival and ensure pupils do not miss learning time.</p>	1, 6
High-quality early reading and language development	<p><a href="#">EEF - improving literacy at KS1</a></p> <p>RWInc. is delivered consistently across KS1. Daily story time and structured talk support vocabulary and comprehension, closing the disadvantage gap. Evidence shows reading frequency and enjoyment correlate strongly with attainment.</p> <p><i>'There is a proven positive relationship between reading frequency, reading enjoyment and attainment'</i> (Clark, 2011; Clark and Rumbold, 2011; Twist et al, 2007).</p>	2, 6
Smooth transition from EYFS to Year 1	<p><a href="#">EEF - Early Years Toolkit</a></p> <p>Continuity of teaching approaches and groupings (RWI, Maths) reduces disruption after long holidays. The EYFS Toolkit supports this transition, maintaining consistency in pedagogy and reducing learning loss.</p>	4, 6
High-impact staff CPD, including StepLab and Speech & Language training	<p><a href="#">EEF - Effective professional development</a></p> <p>EEF evidence shows effective CPD improves teaching quality and pupil outcomes. CPD focuses on high-quality adult-child interaction, vocabulary, and targeted support for disadvantaged pupils. As leads in Kernow English Hub and</p>	1, 2, 3, 4, 5, 6



	OneCornwall Teaching Hub, staff access high-level training and coaching.	
Instructional coaching model supported by StepLab	<p><a href="#">What is Instructional Coaching?</a></p> <p>Instructional coaching is the highest-impact CPD, enabling rapid improvement in teaching practice. EEF meta-analysis shows targeted, individualised professional development produces the greatest pupil progress. StepLab supports coaching cycles, lesson observation, feedback and measurable impact. SLT ensures consistent embedding of incremental coaching.</p> <p><a href="#">What are the characteristics of teacher professional development that increase pupil achievement</a></p>	2, 3, 5

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

Budgeted cost: £ 64,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
Project 100 financial incentive for families (linked to attendance & parental engagement)	<p><a href="#">EEF - working with parents to support children's learning</a></p> <p>EEF evidence shows that parental engagement supports learning outcomes. Since Project 100</p>	1, 6



	<p>began, attendance and parental participation in consultations have increased. Parents report positive impacts on children's school experience and engagement.</p>	
<p>Targeted Speech &amp; Language intervention for pupils with identified gaps</p>	<p><a href="#">EEF - early language intervention</a> EEF research supports early language intervention for improving communication and academic outcomes. Language Link assessments identify gaps on entry; bespoke S&amp;L support is delivered by trained staff and the Trust Speech and Language Therapist. This improves vocabulary, comprehension and readiness to learn.</p>	<p>2, 6</p>
<p>Trauma-informed support for disadvantaged pupils (when required)</p>	<p><a href="#">PHE - Introduction to Adverse Childhood Experiences</a> The Adverse Childhood Research on Adverse Childhood Experiences shows early trauma affects learning, behaviour and mental health. Social buffering and emotionally available adults can mitigate negative outcomes. Targeted trauma-informed support ensures pupils feel safe, regulated and ready to learn.</p>	<p>3, 6</p>
<p>Targeted support for pupils not achieving GLD (Early Years gaps)</p>	<p><a href="#">EEF - Mastery learning</a> EEF evidence for mastery learning highlights the importance of ensuring pupils master key concepts before moving on. Our bespoke programme targets specific deficits from ELGs, delivered by trained staff in Year 1 classrooms. Parental partnership is maintained through</p>	<p>4, 6</p>



	regular communication and home support guidance.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding TIS (Trauma Informed Schools) pedagogy across the curriculum	<p><a href="#">Research in Practice - embedding trauma informed practices</a></p> <p>Research shows trauma-informed practice supports wellbeing and learning by building protective factors through emotionally available adults. Embedding TIS ensures all pupils, including disadvantaged pupils, feel safe and supported, enabling them to access learning consistently.</p>	3, 6
SPACE programme for targeted emotional regulation and wellbeing	<p><a href="#">NCTSN.org - Creating supporting sustaining trauma informed schools a systems framework</a></p> <p>SPACE provides structured, evidence-informed support to help pupils develop self-regulation, resilience and emotional wellbeing. This reduces barriers to learning, improves behaviour and increases engagement, leading to improved academic outcomes.</p>	3,6
Parental workshops and partnership in TIS strategies.	<p><a href="#">EEF - working with parents to support children's learning</a></p> <p>The NCTSN systems framework highlights the importance of whole-school and family involvement in trauma-informed</p>	4, 6



	practice. Workshops ensure parents understand TIS strategies and can reinforce them at home, creating consistent support and improving outcomes.	
Structured conversations with parents for pupils with EYFS gaps	EEF evidence shows parental involvement improves learning outcomes. Targeted conversations focus on specific areas of EYFS deficit and support parents to reinforce learning at home. This accelerates progress and closes early gaps.	2,4,6
Club Participation	Disadvantaged pupils receive priority access to clubs to broaden experiences, build confidence and strengthen school belonging. Participation supports engagement and contributes to improved attendance and wellbeing	

**Total budgeted cost: £ 81810**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Pupil Performance**

Performance of disadvantaged pupils was assessed using national assessment data, teacher assessments, formative assessment strategies, and internal tracking.

#### **EYFS:**

47.1% of disadvantaged pupils achieved a Good Level of Development, below the national average of 51.5% and well below non-disadvantaged peers in school (69.6%). This does not reflect the strong early foundations we strive to achieve for disadvantaged pupils. Leaders have identified areas for development and expect this to increase dramatically for the next academic year.

#### **Phonics (Year 1):**

Outcomes for disadvantaged pupils were high with 85% meeting the expected standard (national comparison: 68%). Targeted early reading interventions and high-quality teaching have had significant positive impact.

#### **Key Stage 1:**

The data from end of KS1 2024 / 2025 show that:

In reading 59.1% of our disadvantaged pupils achieved ARE or better. In writing 59.1% of our disadvantaged pupils achieved ARE or better and in maths 68.2% of our disadvantaged pupils achieved ARE or better.

Overall, we have not yet met the intended outcomes set within this strategy, particularly in relation to GLD outcomes but predictors show a significant improvement for this academic year.

#### **Attendance**

Attendance for disadvantaged pupils remains high profile with last year's attendance for disadvantaged pupils at 90%, with a gap of 4% for whole school attendance 94%. A number of factors have been updated to make improvements for this year to close the gap and meet the target of 95%. The Project 100 initiative will be reviewed to ensure there is a focus on parent's commitment to ensure that their child is in school on time (early) every day, learning ready.

#### **CPD/Workshops**

There is a strong culture of continuous learning – staff development, daily practice, coaching. Staff are empowered to view themselves as lifelong learners



and to help facilitate the learning of others within the school. Regular master-classes ensure consistency across the school and high quality practice in classes and small groups – identified through RWINc Development days and SI visits.

## What Worked Well

- Exceptional early reading provision ensured disadvantaged pupils met phonics expectations.
- KS1 individual success highlights strong teaching, intervention and curriculum sequencing.
- PSC Outcomes for disadvantaged pupils are above the National average.
- Attendance and wellbeing support improved readiness to learn for key individuals.
- Financial and pastoral assistance enabled full participation in trips, clubs and enrichment.

## Areas Requiring Continued Focus

- Writing remains a Trust-wide and school priority, with disadvantaged pupils requiring support in EYFS and into Y1.
- Attendance for a small number of pupils is lower than expected and individualised support will be put in place alongside families.

## Externally provided programmes

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

Programme	Provider
Jigsaw PHSE	Jigsaw PHSE Ltd – Jan Lever Group
Voice 21	Voice 21 – The national oracy education charity
StepLab	StepLab Ltd
Language Link	Speech link Multi Media Limited
Get Set 4 PE	Get Set for Education
Healthy Movers	Youth Sport Trust



## 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**

Pastoral support available to pupils as and when required.

The continuation of our "TLA Troops" provision, including liaising with parents to support military parades and services.

Resources to support children from service families included staffing, materials to provide one-to-one support where necessary (including books, art materials, reading packs, scrapbooks). Raising awareness of the importance of our service personnel through information sessions in school.

Over the past year, our service family children have taken part in a variety of enriching activities that have nurtured creativity and strengthened community ties. This is in collaboration with RAF St Mawgan and included the BFBS Free Film Festival and Remembrance Day.

### **The impact of that spending on service pupil premium eligible pupils**

Pupils were provided with support at the time of need either on an individual or group basis. This was particularly effective for those pupils whose parents have been deployed or working away from home for periods of time.



## Further information (optional)

Despite young people growing up in an era of declining opportunity, most disadvantaged pupils at Trenance exceed the national average. This is no accident and stems from our culture of high expectations and unapologetic drive to ensure that disadvantaged children in the South West are provided with the same opportunity as their more affluent peers.

Our staff are one of the reasons why our DP children achieve consistently well. Our wellbeing strategy ensures that staff satisfaction is high which in turn increases morale and work output. Our staff are trained equally to ensure this morale is maintained.

Having a well trained workforce enables everyone to see where improvements could be made. They strive to always be the best they can be. We all work collaboratively to ensure that there is a relentless focus on what we do between the hours of 8:45 and 3:15. We are all passionate that we make the teaching and learning so robust that it doesn't require additional input to be successful. We find any gaps early on in a child's educational journey and the plug them with rich experiences, high quality practitioners, optimum conditions for learning and full equality of access. The use of this positive discrimination ensures full access for all children but in particular those that are the most disadvantaged.