



Pupil premium strategy statement – Veryan CofE 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	42
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	25/26 Third year of 3 year plan
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Caroline Jarrett
Pupil premium lead	Caroline Jarrett
Governor / Trustee lead	Andrew Nicholson/Sam Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,665
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>	£16,665



Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.



School Context

Veryan Church of England School is a small community church school located in the village of Veryan on the Roseland Peninsula and part of the Rainbow Multi Academy Trust. We have two classes; an EYFS & KS1 class and a KS2 class. The school sits in a mainly affluent area with pockets of deprivation.

Our ultimate objectives for our disadvantaged pupils are:

- To support our children's health and wellbeing to enable them to access learning that will challenge them and promote success.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

The range of provision the Governors consider making for this group include and would not be limited to:

- To improve parental engagement and enable them to assist their children in attending school regularly.
- To offer behaviour and nurture support to those children who find learning challenging. During break time and lunchtime to provide support that promotes our Christian Values and enhances wellbeing and readiness to learn.
- Support social, emotional and mental health development so that pupils are ready and resilient learners through bespoke provision, direct pupil support, parenting support and enhanced learning opportunities.



- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Close learning support (this may be one to one or small group support from an adult)
- Continued CPD for all staff
- To monitor and promote a love of reading and strengthen oracy across the school.
- Pay for and/or subsidise activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality issues
2	Narrowing the attainment gap across reading, writing and maths
3	Behaviour for learning issues within small groups
4	Restricted vocabulary impacting upon learning
5	

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
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Improved learning behaviours	Reduced behaviour for learning issues, resulting in improved results for PP children.
Progress in Reading	Achieve national average progress scores in KS2 reading
Progress in Maths	Achieve national average progress scores in KS2 maths
Progress in Writing	Achieve national average progress scores in KS2 writing
Improved attendance of disadvantaged children	Improve attendance of disadvantaged pupils to at least the national average

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	High quality staff CPD is essential to follow EEF, Rosenshine and STAR principles. This is followed up in staff meetings and insets. Time is also allocated for teaching assistants to improve their subject knowledge so that they can support the learning of pupils more effectively.	2,4
RWI (Phonics) CPD training and TA additional hours Spelling shed reading, Trevithick whole book Reading scheme.	Reading across the school at the end of 2023 was lower than we hoped and evidence shows that improvements in this area gives pupils a greater chance of success as they progress into KS3. Reading comprehension strategies are highlighted in the EEF toolkit as a key area to help early learners across the	2,4



<p>CPD vocabulary, oracy and reading</p>	<p>curriculum in all subjects. A wide range of strategies are highlighted, however many pupils need to be taught comprehension strategies explicitly and consistently over time. The introduction of the Trevithick whole book approach within the school gives a greater, more focussed overview of pupils' reading abilities. This helps to ensure they choose appropriately challenging books from the library and encourages children to read more.</p>	
<p>Maths Hub – teacher attendance/supply costs.</p> <p>Online maths support programmes for individual children.</p>	<p>The principles of teaching mastery have been introduced over the last few years with support from the maths hub. Mastery learning is highlighted as having a strong impact as reported by the EEF Toolkit.</p> <p>In 2023 the school is focussing on improving teaching assistants understanding of mastery concepts.</p>	<p>2,4</p>
<p>Principles of instruction Incremental coaching</p>	<p>CPD focussing upon Rosenshine's Principles of Instruction and STAR behaviour for learning. Time set aside to allow teachers to focus on these principles to embed their own classroom skills. Focus has been upon 'feedback' and 'modelling'</p>	<p>2,3,4</p>

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

Budgeted cost: £ 2,000

<p>Activity</p>	<p>Evidence that supports this approach</p>	<p>Challenge number(s) addressed</p>
<p>School Led Interventions</p>	<p>The EEF states that small group support has an impact on average of 4 months over the course of a year, when carried out by a trained teacher or teaching assistant.</p> <p>Areas focussed upon are based on 'in school' data. Children that are seen to be falling behind in reading, writing</p>	<p>2</p>



	<p>and/or maths have additional teaching in these groups, with a high proportion considered as disadvantaged learners. Termly assessments and pupil progress meetings between teachers ensure that this process is constantly monitored and reviewed for greatest impact.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture TAs Support including interventions and counselling (eg; Draw and Talk)</p> <p>Support with costs of residential visits and purchase of school uniform</p>	<p>Attendance of PP pupils is in line or better than national averages (including persistent absenteeism rates).</p> <p>SEMH needs met with Nurture Provision, Wild Tribe, Trauma Informed Schools intervention and outside agency support.</p> <p>There were no fixed term or permanent exclusions in the last academic year.</p>	<p>1,2,3</p>

Total budgeted cost: £ 16,665



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

KS2 Attainment – Percentage of Children achieving the Expected Standard (All Children)

All Children	Reading	Writing	Maths	Combined RWM	GPS	Science
Veryan 2025 Cohort of 4	100%	100%	100%	100%	100%	100%

KS2 Attainment - Percentage of Children achieving the Expected Standard in Combined RWM (Pupil Characteristics)

	All Children	Boys	Girls	PP	Non PP	All SEND	No SEND
Veryan 2025 Cohort of 4	100%	100%	100%	100%	100%	100%	100%

KS1 Attainment – Percentage of Children achieving the Expected Standard (All Children)

All Children	Reading	Writing	Maths	Science
Veryan 2025 Cohort of 4	100%	75%	100%	75%

KS1 Attainment - Percentage of Children achieving the Expected Standard in Reading (Pupil Characteristics)

	All Children	Boys	Girls	PP	Non PP	All SEND	No SEND
Veryan 2025 Cohort of 4	100%	100%	100%	100%	100%	100%	100%



KS1 Attainment - Percentage of Children achieving the Expected Standard in Writing (Pupil Characteristics)

	All Children	Boys	Girls	PP	Non PP	All SEND	No SEND
Veryan 2025 Cohort of 4	75%	50%	100%	100%	50%	0%	100%

KS1 Attainment - Percentage of Children achieving the Expected Standard in Maths (Pupil Characteristics)

	All Children	Boys	Girls	PP	Non PP	All SEND	No SEND
Veryan 2025 Cohort of 4	100%	100%	100%	100%	100%	100%	100%

Percentage of Children achieving the Expected Standard of Phonic Decoding on the Y1 Phonics Screening Check

	All Children	Boys	Girls	PP	Non PP	All SEND	No SEND
Veryan 2025 Cohort of 8	88%	86%	100%	100%	86%	100%	83%

Percentage of Children achieving the Expected Standard of Phonic Decoding by the end of Y2

	All Children	Boys	Girls	PP	Non PP	All SEND	No SEND
Veryan 2025 1 child retook 2025	100%	100%	100%	100%	100%	100%	100%