Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Boskenwyn Primary School
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	16% (previous year was 22%) FSM (7 targeted, 13 expanded of which 4 are Ever 6) **Expanded do not attract PP funding unless previously FSM and therefore Ever 6** PLAC - 2 Forces – 2 Total 15 PP
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026/2027 to 2028/2029
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Paula Blackburn
Pupil premium lead	Paula Blackburn, Angie Larcombe
Governor / Trustee lead	Martin Bland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,660

Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£29,660

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

With high-quality teaching at the heart of our approach, the key objective is for our pupil premium budget to raise progress in focused areas, in which disadvantaged pupils require the most support. We want our children to have a love of learning for life whilst being socially and emotionally healthy. We believe that all of our pupil premium children should be immersed in experiences and academic opportunities to enable them to grow as learners. To achieve this, we have invested in focused, purposeful interventions and additional support and improved our universal offer alongside our inclusion strategy. To ensure these strategies are successful we will ensure that:

- Teaching and learning is of the highest standard and meets the needs of all learners
- We act early to intervene at the point need is identified
- Our cultural capital programme opens up more opportunities and possibilities for our children
- We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- We have high expectations of all children and encourage them to have high expectations of themselves; improving pupil mental health and emotional well-being
- prioritise spending on ensuring inclusivity and improving our universal offer
- staff development is high quality

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Our strategy is informed by diagnostic assessment and the ongoing assessment and knowledge of pupils and their needs.

We recognise that not all children who receive free school meals will be socially disadvantaged, and we recognise that not all children that are disadvantaged are eligible for free school meals.

Challenges

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

Challenge number	Detail of challenge
1 Oral language and vocab, cultural capital	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.
2 Phonics and reading	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3 English and maths intervention	Our assessments and observations indicate that the academic achievement of many of our disadvantaged pupils is below that of non disadvantaged pupils which has resulted in significant knowledge gaps.
4 Enrichment and wellbeing	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably due to a lack of enrichment opportunities outside of school. These challenges particularly affect disadvantaged pupils, and in turn, their attainment.
5 Attendance	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been slightly lower than for non-disadvantaged pupils, some of which have been 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress as well as their peers.

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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that most disadvantaged pupils meet the expected standard.
Improved maths and English attainment for disadvantaged pupils at the end of KS2	KS2 maths and English outcomes in 2026/27 show that most disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Improve opportunities	Sustained high levels of wellbeing from 2026/27 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • improved self esteem • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2026/27 demonstrated by: • the overall absence rate for all pupils being no more than 4.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1% • the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 2% lower than their peers

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: £14,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement and embed the synthetic phonics programme Sounds write.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: This programme will also improve spelling and handwriting Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2
Develop an engaging curriculum for all children specific to their interests and needs	Subject leader training and network meetings. Staff to develop curriculum progression of skills document, 2 year rolling programme, INSET and training. Cultural capital focus.	1, 4
Higher pupil staff ratio in classes	Recruit HLTA -enables more feedback/1:1 and small group support and early identification of need	1,2,3
Daily interventions for pupils as a pre or post teach	Post teach can be a teaching scaffold if needed to consolidate or a pre-teach to make the whole class teaching more accessible.	1,2,3
Progress in Writing - Improve the quality of teaching and learning in writing by ensuring that there is a continued focus on broadening pupils' vocabulary across a range of subjects and monitoring its application so that disadvantaged	EEF guidance on improving literacy, specific interest in teaching writing composition strategies through modelling and supported practice. Improving Literacy in Key Stage 2 | EEF (educationendowmentfoundation.org.uk) Education Endowment Foundation | EE Development of Sounds Write In house training	1,2,3

children reach the expected standard.		
Progress in Mathematics - Develop staff CPD to further inform teaching, lesson design and metacognition within maths, to support children with developing their understanding, allowing them to make further progress.	Integrating maths throughout the day, developing an understanding of how children learn in maths, using manipulatives and representations. Improving Mathematics in the Early Years and Key Stage 1 | EEF (educationendowmentfoundation.org.uk) Good quality assessment to inform practice, manipulatives and representations, teach problem solving and promote independence. Improving Mathematics in Key Stages 2 and 3 | EEF (educationendowmentfoundation.org.uk) Mastery learning | EEF (educationendowmentfoundation.org.uk) Standardised tests can provide reliable insights into the specific strengths and weaknesses of the cohort and individuals to ensure that they receive the correct additional support through intervention of teacher instruction.	3
Communication and language - Increase the range of vocabulary to which children at all stages are exposed to so that they have the language skills to speak articulately and write in an interesting and engaging manner; applying technical vocabulary as appropriate in wider curriculum areas	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 impact on reading. Increase offer of forest school activities to include KS2 pupils – Sisu activities. Oracy project – developing oracy in KS1 through continuous provision.	1,3

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

Budgeted cost: £7100

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

Tutor table phonics sessions targeted at disadvantaged pupils who require tailored phonics support	Extra Adult support and guidance scaffolds learning allowing better access to the curriculum	2
Nurture group – Emotional health and wellbeing – so children can be resilient and focus on their education. Further develop nurture provision in school to offer support to the most vulnerable pupils over lunchtimes, in class. Implement specific support plans to support disadvantaged children with SEMH needs. *Mental Health lead practitioner training.* *Music therapy*	EEF guidance demonstrates that there is significant evidence to show that behaviour interventions improve attainment outcomes. Further develop nurture in our universal provision in school to offer support to the most vulnerable pupils over lunchtimes, and in class. Implement specific support plans to support disadvantaged children with SEMH needs. Additional lunchtime support for nurture and behaviour support. Mental Health lead practitioner. HLTA for specific intervention; lego therapy, drawing and talking, funfit, table-top gaming.	3,4
Small group tuition to provide a blend of mentoring and direct teaching supports disadvantaged pupils; including high attainers	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in both small groups and 1-1 sessions. Where applicable the whole class will be invited to attend sessions.	2,3

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

Budgeted cost: £7900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the attendance of disadvantaged pupils so there are fewer persistent absentees and days absence	EEF guidance demonstrates that there is significant evidence to show that attendance and behaviour interventions improve attainment outcomes in that children can be resilient and focus on their	5

across school through engagement with LA attendance officer - to monitor and support attendance management. EWO to conduct home visits and arrange meetings with parents to discuss attendance concern after referral.	education. Further develop nurture provision in school to offer support to the most vulnerable pupils over lunchtimes, in class. Implement specific support plans to support disadvantaged children with SEMH needs.	
Enrichment activities – Subsidy for trips and residentials – especially those which disadvantaged pupils may never had experienced eg France trip Swimming subsidy.	Giving disadvantaged children the opportunity to participate in enrichment activities will develop cultural capital, resilience, self esteem	4

Total budgeted cost: £29,660

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

The school data for Autumn 2026 indicates the following:

	Non-pupil premium pupils	Pupil premium pupils
% meeting ARE in reading	100%	100%
% meeting ARE in writing	75%	40%
% meeting ARE in maths	59%	20%

100% of pupil premium children for this cohort were also on the SEND record of need

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Phonics programme	Sounds Write
Spelling programme	Grammarsaurus
Drawing Club	Greg Bottrill
Curious Quests	Greg Bottrill
ELSA	Cornwall Council
Play projects	Greg Bottrill
Drawing and Talking Therapy	Drawing and Talking
Essentials Curriculum	Chris Quigley

Charanga	Music hub
TT Rockstars	Maths Circle

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Small group intervention and 1:1 targeted support, pastoral support, subsidised care
What was the impact of that spending on service pupil premium eligible pupils?	Better academic outcomes and improved emotional wellbeing