

Launceston Primary School Pupil Premium Strategy Statement (2024-25)

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	23/24 - 53 24/25 - 73
Proportion (%) of pupil premium eligible pupils	23/23 - 26% (14 pupils) 24/25 - 26% (19 pupils)
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)	2024-25, 25-26, 26-27
Date this statement was published	Dec 24
Date on which it will be reviewed	June 25
Statement authorised by	Kate Eyre
Pupil premium lead	Kate Eyre
Governor / Trustee lead	Emily Hayden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,720 14 x £1,480
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£20,720

Part A: Pupil premium strategy plan

Statement of intent

At Launceston primary School, our mission is to provide every child, regardless of their background, with the opportunities and support they need to thrive. Recognizing the unique challenges of Cornwall—its geographical, cultural, and economic isolation, as highlighted by Professor Tanya Ovenden-Hope—we are committed to breaking the cycle of generational disadvantage that some of our families face.

We believe education is a powerful tool for transformation. Through targeted, evidence-based interventions and a nurturing, trauma-informed approach, we aim to narrow the attainment gap and equip our pupils with the skills, resilience, and confidence to overcome barriers to success. By working in partnership with families and the wider community, we strive to ensure that every child can achieve their full potential and look forward to a brighter future.

Key principles

- Early intervention – the sooner we act, the greater the impact.*
- Keep up not catch up*
- Mastery approaches*
- Evidence informed*
- Strategic programmes*

Challenges

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

Challenge number	Detail of challenge
1	<i>Vocabulary and Language Gaps</i>
2	<i>Mastering learning (Keep up not catch up)</i>
3	<i>Attendance</i>
4	<i>Ready to learn (SEMH)</i>
5	<i>Access to enrichment (economic, cultural and geographical isolation)</i>

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
Vocabulary and language gaps	<ul style="list-style-type: none"> · Gap between PP and non-PP children of language based ELGs narrows at the end of EYFS. · Gap between PP and non-PP children phonics screening check narrows. · Gap between PP and non-PP children narrows in KS2 using the chronological reading age measure.
Children master key learning in class – maths and phonics	<ul style="list-style-type: none"> · Gap between PP and non-PP children phonics screening check narrows. · Gap between PP and non-PP children narrows for maths. Those who are behind make good progress.
Attendance	<ul style="list-style-type: none"> · Gap between PP and non-PP children narrows for overall attendance. · Fewer PP children are persistently absent.
Ready to learn (SEMH Issues addressed)	<ul style="list-style-type: none"> · THRIVE profiles to show progress · Reduction in number of children with suspensions or at risk of suspension
Access to enrichment	<ul style="list-style-type: none"> · All PP children attend all trips · More PP children access after-school enrichment activities.

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: £7,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
Direct Instruction Maths	Mastery Learning (EEF Toolkit) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning £1,755	2
Staff CPD <i>Funding of NPQEY</i>	Impact of NPQEYL https://www.ambition.org.uk/blog/how-the-national-professional-qualification-in-early-years-leadership-npqeyl-can-help-children-thrive/ £1090	1
Recruitment of Assistant Principal	The AP ensures that the implementation of DI maths is effective. This includes monitoring lessons, monitoring assessment, providing training, providing coaching. (0.1 of AP salary – redacted)	2

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

Budgeted cost: £ 9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI (Nuffield Early Language Intervention)	EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions NELI https://www.teachneli.org/intervention/evidence-and-development/#:~:text=NELI%20children's%20behaviour%20was%20shown,two%20years%20after%20the%20intervention.	1

	NELI Package £593 + training (£91) & intervention time (£826)	
<i>RWI tutoring</i>	Phonics (EEF Toolkit) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Staffing costs for intervention (£8,305)	1,2

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>THRIVE</i>	https://www.thriveapproach.com/impact-and-research £3,048 annual fee and initial training	3, 4
<i>Uniform fund</i>	Uniform: EEF evidence is weak School uniform EEF As a school, we keep our branded uniform to a minimum, however some families still need to support to bridge the price gap between branded and unbranded uniform. Similarly, some families need support with non-branded uniform. This helps to improve attendance and punctuality by ensuring that families have more sets of clean clothes for their children.	5
<i>Trips fund</i>	Trips & Experiences (including Outdoor Adventurous) EEF evidence: Outdoor adventure learning EEF	6

Total budgeted cost: £ 20,720

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS Foundation Profile		Year 1 Phonics		Year 2 Phonics	
<i>PP</i>	<i>Non PP</i>	<i>PP</i>	<i>Non PP</i>	<i>PP</i>	<i>Non PP</i>
60%	66.7%	83.3%	81.3%	100%	100%

Externally provided programmes

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

Programme	Provider
Direct Instruction	National Institute For Direct Instruction (NIFDI)
Read Write Inc	Ruth Miskin
Thrive	Thrive Approach
NELI	Pearson