

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Tintagel Primary
Number of pupils in school	<b>73</b> (87 including Nursery)
Proportion (%) of pupil premium eligible pupils	<b>26%</b> (27% including Nursery)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025 to 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Head of School Lou Kirkman
Pupil premium lead	Lou Kirkman
Governor / Trustee lead	Aspire Trust Board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,958
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£28,958

# Part A: Pupil premium strategy plan

## Statement of intent

Tintagel Primary School delivers a knowledge-engaged Enquiry curriculum, 'The Beautiful Tapestry of Learning', driven by key values and ambitious enquiry questions. Our aim is to ensure that all pupils, regardless of background, make strong progress through high-quality, inclusive teaching, with universal provision at its core, so that attainment gaps are closed. Vocabulary development and rich texts underpin every aspect, addressing low starting points and limited experiences. Immersive learning, tangible objects, and visual hooks spark curiosity and deepen knowledge.

Inclusion and wellbeing are central, with a strong SEMH focus to remove barriers, improve attendance, and engage families. Our responsive approach adapts to changing needs, ensuring equity and aspiration for all.

## Challenges

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

Challenge number	Detail of challenge
1. Curriculum Development: Pupils know and remember important content over time and develop a deep understanding of each subject.	<b>Curriculum Development: To ensure the curriculum remains rooted in school's context in response to restructure, and is coherently planned and well-sequenced.</b>  Curriculum development is essential to ensure pupils know and remember important content over time and develop deep subject understanding. Following the school restructure, mixed-age classes require a complete re-sequencing of the ambitious, knowledge-engaged Enquiry curriculum across two cycles. Many pupils lack prior experiences and foundational knowledge, making it harder to build connections and retain learning. This demands carefully planned progression, strong visual and practical hooks, and immersive experiences to secure long-term memory. Leaders must also ensure curriculum adaptations remain coherent and inclusive, while maintaining ambition for all learners.
2 Restructure the approach to teaching reading and writing to	<b>A focus on Core Fluency</b>  Many pupils are not yet fluent readers, which limits their ability to manage the cognitive load required for higher-order reading skills and comprehension. Without fluency, they struggle to retain learning and apply multiple strategies effectively.

prioritise the development of core fluency skills	Writing data shows gaps in sentence-level technical accuracy, compounded by a lack of sequential teaching and insufficient opportunities to revisit and build on prior learning. Pupils need repeated, structured practice to develop transcriptional fluency and free up executive function for composition. These challenges are intensified for learners with limited English proficiency, where decoding and vocabulary gaps further hinder progress in both reading and writing.
3. Address weak early literacy skills in EYFS, with a particular focus on developing vocabulary, communication, and interaction.	<b>Vocabulary Gap and increase in children identified as needing S&amp;L support</b>  Many children enter EYFS with low starting points, limited vocabulary, and increasing speech and language needs. A lack of wider experiences further restricts communication and interaction for our vulnerable children, creating early gaps that widen without intervention. Nationally, research highlights that language development in the early years is a key predictor of later attainment, yet many pupils start school below age-related expectations. Addressing these challenges requires enriched provision, targeted screening, and high-quality interactions to build vocabulary and oral language as the foundation for future literacy success.
4 Attendance as a fundamental entitlement	<b>Entitlement to Learn – attendance</b>  Poor attendance remains a significant barrier, compounding underachievement for many vulnerable learners. High pupil mobility due to housing issues further disrupts continuity, and for some, stability in one school is critical after multiple moves. Ensuring regular attendance is essential to provide equity of provision and prevent the disadvantage gap from widening

## 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
<b>Objective 1</b> <b>Develop and refine the curriculum so that pupils know and remember essential content over time and build a deep, connected understanding of each subject</b>	<ul style="list-style-type: none"> <li>Subject leaders clearly understand and communicate the curriculum vision, ethos, and core knowledge progression.</li> <li>Curriculum is coherently planned and sequenced across two/three cycles for mixed-age classes, with</li> </ul>

<p>All pupils, including the most vulnerable, access an ambitious, well-sequenced curriculum rooted in the school's context. It provides rich experiences and tangible hooks to deepen understanding. Immersive learning and high-quality resources enable pupils to know and remember more over time, building strong connections across subjects</p> <p>.</p>	<p>key concepts revisited to deepen understanding.</p> <ul style="list-style-type: none"> <li>• All pupils, including disadvantaged and SEND, access an ambitious curriculum that builds knowledge and cultural capital.</li> <li>• Funding is ring-fenced for high-quality resources and experiences; creative solutions maintain enrichment despite financial constraints.</li> <li>• Staff receive CPD to adapt curriculum intelligently, ensuring tasks remove barriers and scaffold success.</li> <li>• Monitoring shows pupils know and remember more over time and make meaningful connections across subjects</li> </ul>
<p><b>Objective 2</b></p> <p><b>Restructure the approach to teaching reading and writing to prioritise the development of core fluency skills</b></p> <p><b>A Focus on core fluency:</b></p> <p>Pupils develop secure fluency in reading and writing, enabling them to access the full curriculum and progress confidently.</p> <p>The highly skilled and consistent delivery of the RWI phonics programme across EYFS and KS1 ensures early reading fluency. After pupils complete the SSP, a whole-school approach to reading fluency is embedded, ensuring continued progress and capacity to learn.</p> <p>Language acquisition accelerates across all classes, particularly in Reception and KS1, and vocabulary is systematically enhanced in KS2.</p> <p>Outcomes in phonics, reading, and writing meet or exceed national benchmarks, with pupils below expected standards making rapid progress to achieve age-related expectations by the end of KS2.</p>	<ul style="list-style-type: none"> <li>• Leaders embed a whole-school reading strategy informed by evidence-based CPD (Christopher Such), with assessment guiding provision to reduce cognitive load and improve comprehension.</li> <li>• RWI phonics is delivered consistently across EYFS and KS1, closing gaps rapidly for vulnerable learners; post-SSP, fluency remains a whole-school priority.</li> <li>• Writing curriculum secures sentence-level fluency through 'Grammarsaurus' and builds transcriptional fluency, freeing cognitive capacity for composition.</li> <li>• Outcomes in phonics, reading, and writing meet or exceed national benchmarks at KS1; KS2 reading and writing outcomes at EXS and GDS remain strong, with disadvantaged pupils closing gaps.</li> <li>• Across all phases, pupils confidently use subject-specific vocabulary and the language of learning and emotional intelligence to articulate understanding.</li> </ul>

<p><b>Objective 3</b>  <b>Address weak early literacy skills in EYFS, with a particular focus on developing vocabulary, communication, and interaction.</b></p> <p>Children in EYFS build strong foundations in early literacy through enriched provision that prioritises vocabulary, communication, and interaction.</p> <p>Continuous provision and environments are carefully planned to maximise language opportunities.</p> <p>All pupils are screened using WellComm, with next steps shared with parents to strengthen home-school partnership.</p> <p>Key texts, nursery rhymes, and targeted vocabulary are embedded in daily practice, supported by Tapestry and online resources to close gaps early and ensure a confident start to learning.</p>	<ul style="list-style-type: none"> <li>• Continuous provision and environments are carefully mapped with clear intent to maximise language and early literacy opportunities.</li> <li>• All children are screened using WellComm; next steps are planned and shared with parents to strengthen home-school partnership.</li> <li>• Key texts, nursery rhymes, and targeted vocabulary are embedded in daily practice; milestones for ages 2–4 guide planning and assessment.</li> <li>• Observations show children acquiring a wide vocabulary, communicating effectively, and approaching learning with curiosity and enthusiasm.</li> <li>• Parent partnerships are strong, with learning and achievements shared via Tapestry and parents feeling informed and engaged in supporting their child's development.</li> </ul>
<p><b>Objective 4</b>  <b>Attendance as a fundamental entitlement</b></p> <p>Attendance is recognised as a fundamental entitlement for every child. All pupils, particularly those with vulnerabilities, attend school consistently, enabling them to access high-quality teaching, maintain continuity of learning, and build confidence through routine and stability. Improved attendance reduces barriers to achievement and ensures equity of provision, preventing the disadvantage gap from widening.</p>	<ul style="list-style-type: none"> <li>• Attendance for all pupils, particularly vulnerable learners, improves significantly and is at least in line with the national average.</li> <li>• Persistent absence and lateness reduce; parents understand their impact and actively support the school's attendance drive.</li> <li>• Pupils attend regularly, feel safe, and benefit from consistent access to high-quality teaching and learning.</li> <li>• Monitoring shows improved continuity of provision for pupils with previous high mobility, ensuring stability and equity of opportunity.</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: £15,319

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b><i>A proportion of SENDco Salary</i></b>	<p>SENDco to train and support staff – targeted CPD</p> <p>Support for Subject Leads when refining the curriculum – with vulnerable learners in mind</p> <p><a href="#">EEF Blog: What do we mean by 'knowledge rich' anyway?   EEF</a></p> <p><a href="#">1. High-quality teaching   EEF</a></p>	1, 2, 3
<b><i>A proportion of Head of School Salary as PP Lead and Attendance Lead</i></b>	<p>Pupil Progress meetings with teachers to identify vulnerable pupils and timetable bespoke provision.</p> <p>Monitoring of data and impact of intervention</p> <p>National CPD</p> <p><a href="#">Evidence brief: Using research evidence to support your spending decisions   Education Endowment Foundation</a></p> <p>PP Network meetings</p> <p>Regular EWO support</p> <p><a href="#">Working together to improve school attendance - GOV.UK</a></p>	1, 2, 3, 4
<b><i>Budget for Training</i></b>	<p>RWI portal purchased to support early reading development and staff training</p> <p><a href="#">Phonics   EEF</a></p> <p>WellComm Package bought</p> <p><a href="#">Oral language interventions   EEF</a></p> <p>Curriculum planning released for teachers to really tailor the curriculum demands around the bespoke needs of the individual cohorts</p> <p><a href="#">An evidence-informed approach to...   Durrington Research School</a></p> <p>Attendance Lead Training</p> <p><a href="#">Working together to improve school attendance - GOV.UK</a></p> <p>Subject Lead Release time</p> <p><a href="#">Effective Professional Development   EEF</a></p>	1, 2, 3, 4

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

Budgeted cost: £13,339

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>A proportion of a TIS Trained</b>	Trained TA to work on Wave 2 and 3 SEMH support for identified children. <a href="#">Trauma Informed Schools UK</a>	1, 3
<b>A proportion of EYFS Teaching Assistant salary</b>	TA specialising in RWI phonics and continuous provision support around PSED/vocabulary Wellcomm interventions <a href="#">Communication and language approaches   EEF</a> <a href="#">Development Matters - GOV.UK</a> <a href="#">EEF blog: The ShREC approach – 4 evidence-informed strategies...   EEF</a>	1, 3

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

Budgeted cost: £300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Enrichment opportunities</b>	Money to support families with enabling their child to take part in residential, educational visits as well as supporting wraparound provision for families who need child care due to working	1, 3, 4
<b>School Milk</b>	School provides milk for all disadvantaged children for a nutritional boost and keeps children hydrated between breakfast and lunch, helping them to concentrate and learn.	1, 3, 4

**Total budgeted cost: £28,958**

## 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 2024 to 2025 academic year.

**End of KS2 data remains at least in line with National with 71% meeting at least the expected standard across RWM.**

**After drilling down on reading data per year group, we have reflected that we will be changing the reading offer after SSP in the next academic year as some year groups are not performing as well as national**

The academic year 2024–2025 represented Year 1 of our three-year strategy. Analysis of outcomes indicates that several measures have had a positive impact, while others require refinement:

#### **Objective 1: Ensuring the school's curriculum is coherently planned and cumulatively sequenced so that children acquire the knowledge and skills needed for future learning**

- The school undertook significant structural and curriculum changes during 2024–2025 to strengthen coherence and progression:
- **Structural Changes:** The school was restructured into three classes, combining Reception (YR) and Key Stage 1 (KS1) to maintain viability. This required a full curriculum realignment to ensure coverage of all statutory content and progression across mixed-age groups.
- **Curriculum Review:** Subject leaders audited their areas to confirm that pupils receive their full entitlement. This process has supported greater clarity in sequencing and coverage, despite the challenges of mixed-age planning.
- **Impact on Outcomes:** While small cohort sizes limit the reliability of comparative data, 50% of Reception pupils achieved a Good Level of Development (GLD). End of KS1 outcomes were marginally in line with national benchmarks, indicating that while curriculum coverage was secured, depth and mastery of foundational knowledge require further strengthening.
- **Strategic Response:** Following analysis, the school has prioritised improving foundational knowledge and early progression. A decision has been made to adjust the structure for 2025–2026, combining only YR and Y1 to reduce complexity and enable more focused delivery. This will support cumulative sequencing and ensure pupils build secure knowledge and skills for future learning.

#### **Objective 2: To Plan Fluency at the Core of Teaching Sequences With Deliberate Intent**

- **Systematic Synthetic Phonics (SSP):** Implementation continues to be highly effective. Year 1 phonics screening results show 82% (9/11 pupils) achieving the expected standard, with a 100% success rate for Year 2 retakes (one pupil joined from another school). This demonstrates strong early reading foundations for most pupils.
- **End of Key Stage 2 Outcomes:** Combined Reading, Writing, and Mathematics (RWM) attainment remains at least in line with national averages, with 71% of pupils meeting the expected standard. This suggests that core provision is broadly effective for disadvantaged learners.
- **Reading Performance Post-SSP:** A deeper analysis of reading attainment by year group highlights variability, with some cohorts performing below national benchmarks. This indicates that while SSP secures early decoding skills, the current reading offer beyond phonics is not consistently accelerating progress for all pupils. Consequently, the school



will adapt its reading curriculum in the next academic year to strengthen comprehension and fluency development.

- **Impact Review:** The school has systematically evaluated the effectiveness of last year's interventions using both external data and internal evidence. Findings confirm that targeted strategies have improved early literacy and sustained overall attainment, but further refinement is required to ensure equitable progress in reading and writing across all year groups.

### **Objective 3: Poor early literacy skills – particularly around vocabulary, communication and interaction in EYFS**

- Reception Baseline Tool indicates that children enter school with low starting points in language and communication.
- SEND Record of Need highlights a persistent high level of C&I needs and increasing demands for Cognition and Learning support across the school.
- A significant proportion of younger pupils require SALT (Speech and Language Therapy) intervention.
- The school will refine and embed the Wellcomm approach within continuous provision during the next academic year, ensuring strategies to support communication and interaction are accessible to all children.
- We are committed to delivering a broad and rich curriculum, incorporating multiple opportunities for trips and visits to extend learning beyond the classroom and enhance cultural capital.
- Curriculum design is continually honed to ensure richness and inclusivity, with a strong emphasis on high-quality texts as drivers for language development. This approach aims to immerse children in vocabulary-rich experiences to counteract low starting points.

### **Objective 4: Attendance as a fundamental entitlement**

- Whole-school attendance for 2024–2025 was **96.3%**, above the national average of 95.3%.
- PP pupils achieved 96%, compared to 96.5% for non-PP pupils—both above national figures.
- Persistent Absence (PA) rates are stabilising, with early indications for 2025–2026 showing similar trends.
- The school and Trust operate a clear, rigorous attendance policy, supported by regular communication with parents through multiple channels, which is having a positive impact.
- Challenges remain due to parents working in the tourism industry, leading to term-time holiday requests. These continue to be unauthorised, and Fixed Penalty Notices (FPNs) are issued in line with policy.
- Maintain and strengthen parental engagement through consistent messaging about the importance of attendance as a right and entitlement.
- Continue implementing the Trust-wide policy rigorously, including unauthorised absence procedures and FPNs where necessary.
- Monitor attendance data closely, with targeted support for families at risk of PA.
- Embed attendance as part of the school culture, linking it to equity and access to the full curriculum offer for all pupils.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Phonics and Early Reading Development	Read Write Inc.
Reading Intervention KS2	Freshstart

Motional Screenings	Motional
Walk Thru's – Pedagogy & Feedback	Teaching Walkthrus
WellComm	GL Assessments