

## Pupil premium strategy statement – Port Isaac Academy

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

<b>Number of pupils in school</b>	47 (+ 4 nursery)
<b>Proportion (%) of pupil premium eligible pupils</b>	23.5% (12 pupils)
<b>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)</b>	2024–2025 2025–2026 2026–2027
<b>Date this statement was published</b>	27/11/2024
<b>Date on which it will be reviewed</b>	November 2025
<b>Statement authorised by</b>	Jen Young
<b>Pupil premium lead</b>	Jen Young
<b>Governor / Trustee lead</b>	Stuart Radnedge

### Funding overview

<b>Pupil premium funding allocation this academic year</b>	£19,447
<b>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</b>	£0
<b>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</b>	£19,447

## 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 enabling them to live a life of choice and opportunity. The focus of our pupil premium strategy is to support pupils experiencing disadvantage to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are experiencing disadvantage.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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 those experiencing disadvantage.

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. To ensure they are effective we will:

- ensure pupils experiencing disadvantage are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for the outcomes of pupils experiencing disadvantage and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	The majority of children experiencing disadvantage are not achieving age related expectations in reading, writing and mathematics at the same rate as their peers nationally
2	Social and emotional issues result in some children not being ready to learn on arrival at school and then needing additional support, from external agencies, throughout their time in school.
3	Low levels of academic resilience, aspiration and perseverance for some children
4	The isolated coastal, rural location makes it difficult to access enrichment opportunities
5	Our attendance data indicates that attendance and punctuality of pupils experiencing disadvantage has been lower than that of non-disadvantaged pupils

## 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>Improved outcomes in all measures for pupils experiencing disadvantage</b>	<ul style="list-style-type: none"> <li>• External assessment outcomes show an increase in the % achievement of pupils so that it becomes more in line with non-disadvantaged pupils</li> </ul>
<b>To achieve and sustain improved wellbeing for all pupils particularly those experiencing disadvantage</b>	<ul style="list-style-type: none"> <li>• Sustained high levels of wellbeing demonstrated by:</li> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<b>To achieve and sustain improved attendance for all pupils, particularly those experiencing disadvantage. To</b>	<ul style="list-style-type: none"> <li>• Sustained high attendance demonstrated by:</li> <li>• the overall unauthorised absence rate for all pupils being less than national, and the attendance gap between</li> </ul>

Intended outcome	Success criteria
improve punctuality, so there is no lost learning.	<p>disadvantaged pupils and their non-disadvantaged peers being reduced</p> <ul style="list-style-type: none"> <li>the percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils being no lower than their peers</li> </ul>

### 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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Train staff to effectively deliver the phonics programme.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils	1
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. The EEF guidance is based on a range of the best available evidence.	1

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.	1
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. (PRICE and The Port Isaac Way)	Both targeted interventions and universal approaches can have positive overall effects.	2, 3, 4, 5
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and coordinating attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2, 3, 4, 5
Improve the quality of social and emotional learning. Social and emotional approaches will be embedded into routine educational practices and supported by professional	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).	2, 3, 4, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
development and training for staff.		
Increase a sense of belonging through attendance in enrichment activities including school camps.	Youth Sports Trust: Why is enrichment important? Children with higher levels of emotional, behavioural and social wellbeing on average achieve higher levels of academic achievement and are more engaged in school both concurrently and in later years.	4

**Total budgeted cost: £18,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the outcomes for disadvantaged pupils in the 2024 to 2025 academic year and evaluates the impact of pupil premium activity in that year.

Important context — interpreting data in a very small school: Port Isaac Academy has 57 pupils. The disadvantaged cohort comprised approximately 5 pupils in 2024–25, with n=1 in KS2, EYFS and Year 4 MTC, and n=0 in Year 1 phonics. In a school of this size, a single pupil's outcome or attendance can move a percentage figure by 20–33 percentage points or more. Every percentage in this section therefore represents one or a small number of individuals, not a systemic pattern. Where individual pupils have complex needs — including SEND, family circumstances or health factors — these are being addressed through targeted support that extends beyond the scope of the pupil premium strategy.

Key Stage 2 EXS+ (2024–25) — PP n=1, also identified as SEND	School PP	School (all)	National (all)	National (disadv.)
Reading	0%	80%	75%	62%
Writing	0%	60%	72%	58%
Maths	100%	80%	74%	59%
Combined (RWM)	0%	60%	62%	46%

Other assessments (2024–25)	School PP	School (all)	National (all)	National (disadv.)
EYFS Good Level of Development — n=1	0%	71%	69%	52%
Year 1 Phonics Screening Check — n=0 PP pupils	N/A	100%	80%	68%
Year 4 MTC — full marks — n=1	0%	56%	38%	25%
Year 4 MTC — average score — n=1	5.0	20.8	21.1	18.9

Attendance 2024–25	School PP (~5 pupils)	School non-PP / previous year
PP overall attendance (~5 pupils)	85.0%	94.3% (non-PP)
Whole-school overall attendance	92.4%	94.9% (2023–24)
Whole-school persistent absence	15.8%	Highest in CELT trust

## Analysis

Reading the data in context: with a PP cohort of 1 across most statutory assessments, each percentage represents a single child. The single PP pupil in the KS2 cohort is also identified as SEND — the school’s SEND cohort at KS2 is 1 with identical outcomes. SEND is the primary contextual factor for reading, writing and combined outcomes, and for the Year 4 MTC result. The maths EXS+ of 100% demonstrates that the pupil is achieving in some areas. Non-PP attainment is strong across the school: combined EXS+ of 75% (national 62%), phonics pass rate of 100%, and MTC average of 20.8, which provides important context.

Attendance is the most meaningful systemic indicator for the PP cohort. PP attendance declined from 92.8% in 2023–24 to 85.0% in 2024–25. This figure is driven by a small number of individual pupils, whom have complex circumstances being addressed through individual plans and multi-agency working that sits outside the PP strategy. Where specific PP pupils face significant attendance barriers, targeted support is in place. The strategic priority for the PP plan is to ensure that universal attendance procedures and early intervention are robust, and that PP-funded provision remains accessible to pupils with lower attendance. Holiday absence (code G) accounts for 18.4% of all absence sessions and is identified as a focus for consistent challenge in 2025–26.

EYFS: the single PP pupil did not achieve GLD (0% vs national PP 52%). This pupil enters Year 1 in 2025–26. Transition planning, phonics readiness and early language support are immediate priorities.

## Impact of pupil premium spending 2024–25

Phonics programme: No PP pupils were in the Year 1 cohort, so PP phonics outcome data is unavailable for 2024–25. All Year 1 non-PP pupils passed the Phonics Screening Check (100%), 20pp above national. The programme is effective for the whole cohort and will be critical for the current EYFS PP pupil entering Year 1 in September 2025.

Teaching for Mastery (maths): The single KS2 PP pupil achieved EXS+ in maths (100%), above national PP (59%). The Year 4 MTC result for the PP/SEND pupil reflects individual learning need rather than programme failure. Whole-school maths EXS+ of 80% (above national 74%) indicates the approach is benefiting the broader cohort.

Diagnostic assessment: Half-termly standardised assessment is embedded and informs individual pupil support. At this school size, individual assessment is more valuable than cohort-level data tracking.

Behaviour and social and emotional learning (PRICE; The Port Isaac Way): Staff report improved regulation and engagement for targeted pupils. No formal wellbeing survey data was collected this year; this is identified as a gap for 2025–26.

Attendance procedures: PP attendance declined in 2024–25. Where individual pupils face complex barriers, these are being addressed through individual plans and multi-agency working. The PP strategy supports robust universal procedures and accessible provision. Holiday absence is identified as a focus for 2025–26.

Enrichment and school camps: All PP pupils accessed the enrichment programme with financial barriers removed. Qualitative feedback indicates positive impact on engagement and belonging.

## Externally provided programmes

No non-DfE programmes were used in the previous academic year.

Programme	Provider
-----------	----------

--	--