

Pupil premium strategy statement 2026-2027

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	Probus School
Number of pupils in school	223 (includes Nursery)
Proportion (%) of pupil premium eligible pupils	13.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2026
Date on which it will be reviewed	December 2028
Statement authorised by	Stephanie Moore Head of School
Pupil premium lead	Stephanie Moore
Governor / Trustee lead	Aspire Academy Trust

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45570
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	£45570

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is an allocation of additional funding given to schools in order to support specific groups of children who are vulnerable to possible underachievement through social deprivation. The primary effect of this funding is to accelerate progress and raise attainment.

The Pupil Premium is a government initiative that targets extra money at pupils from disadvantaged backgrounds. Research shows that these pupils underachieve compared to their peers. The Pupil Premium funding is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of disadvantage and has provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six-year period. At Probus Primary we will be using the indicator of those eligible for FSM, as well as identified vulnerable groups as our target children, to 'close the gap' regarding attainment.

The amount of Pupil Premium funding a school receives is calculated according to the number of pupils who meet the eligibility criteria set by the government. At Probus Primary this is approximately 19 per cent of the children. The school is accountable for using this funding to raise the achievement of the less advantaged children in its community using the Education Endowment Foundation research recommendations.

Context

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, 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, self esteem, 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.

Challenges

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

Challenge number	Detail of challenge
1	Addressing Poverty in the home
2	Increased mental health issues for pupils and families
3	Reduced vocabulary of pupil premium pupils
4	Reading skills (phonics)
5	Access to enrichment activities

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
Support families' physical needs, access to food, clothing and support with sign posting to further support. The swap shop in school provides free uniform for parents to access.	Family's basic needs are supported and pupils are fed, clothed and attending school regularly.
Support families' emotional needs, mental health and parenting with increased buy in to the parent support advisors. In school counselling support for individuals, further roll out of the TIS ethos and enhanced transition for pupils Opportunities to have a voice in school with targeted presence in groups such as school council Music provision and access to wider arts curriculum, enhanced cultural capital in organised trips, events. Support for financial hardship meeting requests from families	Families report positive experiences and support from school staff Emotional well-being is addressed for pupils and support for families in place. Attendance and punctuality is consistent. Parenting is supported in a consistent manner. Pupil premium pupils accessing the school council and feeling a strong sense of belonging in the school Uptake and participation in wider school curriculum and attendance at extra- curricular events, activities and residencies. Families access funds when needs arise to support their child at school. These include support towards residential, trips, clothing .
Reading skills development and parental engagement for reading.	Increased uptake of home reading offer. Parents feel empowered to help their children read.
Decrease the vocabulary gap for all pupil premium pupils using high quality teaching, Wellcom scheme and curriculum focus. Pre-teaching vocabulary for target groups across the whole setting Language rich environment for all pupils but with particular focus on Nursery and EYFS.	Pupils have increased skills by the end of reception year through the well comm programme. Staff are regularly pre-teaching tier two vocabulary and pupils have access to support for speaking and listening skills. Strong results in reading for participation and learning. Phonics catch up delivered well and results are strong with accelerated progress for pupils.

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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: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Comprehensive training in validated phonics scheme - ensure that Little Wandle Letters and Sounds Phonics scheme is taught with fidelity, monitored closely and pupils making below expected progress are identified in target setting meetings. Purchase of resources to ensure that all sessions have correct provision. Purchase of new reading books for follow on from LW – LW Fluency into Y4 & sustained focus on reading comprehension strategies through the school.	EEF – phonics has high impact for very low cost, based on very extensive evidence - +5 months Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Phonics Toolkit Strand Education Endowment Foundation EEF EEF/ Tim Shanahan (2019) – Reading Fluency is vital to ensure academic success – 80% of curriculum is based on reading - EEF blog: Shining a spotlight on reading fluency EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction - Reading comprehension strategies EEF	1, 2

All pupils have access to quality first teaching. Regular Continuous Professional Development for all staff.	Large body of research evidence that quality first teaching has a major impact on pupils' progress and has the most impact on the most disadvantaged pupils, including from EEF. EEF blog: 'Five-a-day' to improve SEND outcomes EEF (educationendowmentfoundation.org.uk) 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1,2,5
Upskill support staff with appropriate approaches and pedagogy to enable delivery of targeted interventions	EEF - research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on 1, 2 5 of targeted teaching interventions. attainment of approximately three to four additional months' progress. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	1,2
Purchase of standardised assessments. Training for staff to ensure assessments are interpreted correctly, including the use of Insight.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2
Focus on transcription – investment in Morrells Handwriting for EYFS & KS1 assessments, leading to improved outcomes.	Robust teaching and interventions will improve the fluency of handwriting in EYFS and Y1 and Y2. This will enable more swift progress as children are more able to concentrate on composition, spelling, grammar and punctuation.	1,2

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

Budgeted cost: £18570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mastering Number continues in EYFS and KS1 and is resourced with manipulatives.	Early numeracy approaches typically increase children's learning by about seven months - EEF. We have selected the Mastering Number programme. This project from NCETM aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.	1,2
Teaching of phonics through a systematic phonics program: Little Wandle (LW). Pupil assessment will take place six weekly and at the point of pupil need. In addition, regular staff observations and training will occur to provide targeted support. The programme is overseen by a Phonics Lead who supports staff daily in the delivery as necessary. Regular phonic assessment enables pupils, and staff are supported as	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.' (EEF 2018) LW is a proven approach and in school evidence of the programme has identified that it is highly effective. Any extra intervention needed is a continuation of the LW programme. In addition, continual monitoring also enables pupils to be identified immediately, LW teachers can ask for an assessment to be conducted at any point if they feel a child has progressed or	1,2

required. In addition, regular CPD is delivered with updates to the teaching and delivery of the programme.	dipped. LW trained support staff deliver 'keep up' interventions as necessary.	
Offer additional small group support for eligible pupils in Years 5 and 6 to become 'secondary ready' in conjunction with our feeder secondary schools.	EEF - Transition is especially important for pupils with SEND and those from disadvantaged backgrounds. The research is clear that these groups are most at-risk of a decline in educational outcomes following the transition to secondary school.	1,2,5

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue as a school to use the TIS approach to meet the emotional needs of children. Support high levels of engagement with learning and positive outcomes. Provide tailored nurture groups to support emotional wellbeing and develop social and interaction skills.	TISUK's training is highlighted in the DfE Advice to Schools: Mental Health and Behaviour in Schools DfE-00327-2018 as supporting and promoting positive mental health. EEF_Social_and_Emotional_Learning.pdf	3
Engagement with Aspire Academy services for Inclusion and well-being	EEF – "You can spend your pupil premium on non-academic interventions, such as improving pupils' attendance, as these are often vital in boosting attainment." A focus on these issues is particularly important now, given the impact of Covid19. Addressing behaviour, inclusion and wellbeing for all is evidenced as good practice that achieves positive outcomes.	1

To enhance pupils' cultural capital by providing a breadth of experiences - ensure the curriculum is balanced and carefully sequenced and allows opportunities for cultural development. Future Me work with children to develop aspirations, including Cornwall Parliament 2026.	EEF - evidences the positive impact on well-being on outdoor and enrichment activities. "The essential knowledge that children need to be educated citizens." (Ofsted EY Inspection Handbook). "Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education." (DfE, Early Years Inspection Handbook)	5
Regular identification of pupils whose attendance is falling below 96%. Tailored support provided for families with low attendance, working with the Trust's Attendance Team & key members of staff and external agencies. Continue to develop a partnership with families, supporting them to be enabled to engage with their children's learning – workshops, information sessions, information & support sent home.	EEF - You can spend your pupil premium on non-academic interventions, such as improving pupils' attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19. EEF Guidance – March 2022 – Attendance Interventions: Do interventions that aim to increase pupil school attendance affect attendance behaviours of school-aged pupils? DfE Guidance - Working together to improve school attendance - GOV.UK Parental engagement approaches have, on average, a positive impact of five months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is extensive evidence on the positive impact of parental engagement approaches. Parental engagement EEF	4

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 2025-2026 academic year.

2025– 2026 Our Pupil Premium results continue to be very cohort specific as we have statistically insignificant numbers of pupil premium eligible children in each year group. This does not prevent us, however, from focussing on ensuring that these children are given the best possible start to their educations. In 2025-26 pupil premium children were monitored on an individual basis, with their provision tailored to meet their needs. An analysis of the data identifies that this must be maintained, in order to ensure that the gap between progress of pupil premium children and non-pupil premium children is narrowed. Pupil premium children's progress, academically, emotionally and socially, is monitored closely by all staff to ensure timely intervention is given when necessary.

Statutory Assessments Report					
Academic Year	2025-2026	Pupils who have	Pupil Premium	Filter Pupils	Sections Print
Key Results - 2025-2026					
Assessment	Statistic	Cohort	School Result	National Comparison	National Result
KS2 Reading, Writing & Maths combined	% achieving the expected standard	6	67%	-	-
KS2 Reading, Writing & Maths combined	% achieving the higher standard	6	0%	-	-
Multiplication Tables Check (MTC)	% scoring full marks (25/25)	6	67%	-	-
Phonics Screening Check	% passing in Year 1	7	71%	-	-
Early Years Foundation Stage	% achieving a Good Level of Development	6	50%	-	-

We recognise there is a gap in attainment between disadvantaged and non-disadvantaged groups and continue to strive to diminish this:

Pupils who most need to improve their reading (lowest 20%) continue to be a priority in every classroom for additional reading support, with all staff knowing who these pupils are in their classroom and supporting them appropriate to their needs.

We have an additional mental arithmetic class focus across the school to continue our improvements in our children attaining the expected standard and above. With increased mental arithmetic intervention, children will make accelerated progress in the fundamentals of mathematics.

To achieve improved attendance for all pupils, we sustain positive relations with parents and support our most vulnerable families. This will continue to be achieved by ensuring open communication with parents. We have an established feedback system and recording form to further work in partnership with families whose children have ILPs and to involve families in their children's progress more completely, with these families being invited to more regular attainment and progress meetings.

From our close working partnership with our Education Welfare Officer, attendance is reviewed formally each half term. Meetings with parents take place if their child's attendance is below the level deemed acceptable, which is broadly: 85% (Autumn term), 90% (Spring Term), 92% (Summer term), ensuring that the expected level of 96% attendance is known and strived for. Expectations for future attendance has been shared during these meetings. While our levels of persistent absence remain well below national averages, this academic year we will be following up with all families where attendance is below 93%, to reduce the likelihood of persistent absenteeism.

Externally provided programmes

Programme	Provider
Wellcom	Nuffield
Little Wandle catch up programme	Little Wandle/Collins
Mastering Number	NCETM
Times Table Rock Stars TTRS	MAThs Circle Ltd

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

We continue to triangulate evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours to learn from their approach. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.