

Pupil premium strategy statement – Bugle School

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	145 (including Nursery) 127 YrR – Yr6
Proportion (%) of pupil premium eligible pupils	
1	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	January 2027
Statement authorised by	Bridget Rundle
Pupil premium lead	Becky Thorp
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£103,850

Part A: Pupil premium strategy plan

Statement of intent

- Our aim is for all pupils, regardless of the barriers they face, to fulfil their potential, achieve strong outcomes across the curriculum, and become happy, confident citizens. The primary purpose of our Pupil Premium Strategy is to ensure that disadvantaged pupils achieve these outcomes.
- In developing this strategy, we consider the challenges faced by our most vulnerable pupils, including those supported by social workers, children in care, and those at risk of neglect.
- Following the recommendations of the Education Endowment Foundation (EEF), high-quality teaching is central to our approach. We focus on accurately identifying the areas where disadvantaged pupils require the greatest support, helping to reduce attainment gaps while benefiting all pupils. Alongside improving outcomes for disadvantaged learners, our strategy aims to sustain and further improve the progress of non-disadvantaged pupils.
- Our approach is responsive to both the wider challenges experienced by disadvantaged pupils and the individual needs of children. It is informed by research, supported by robust assessment systems, and designed to have an immediate impact on classroom practice and pupil progress.

School Demographics and Context

- Bugle School serves the communities of Bugle, Penwithick and Roche, with most pupils living within Bugle itself. It is one of three schools in the local area.
- The school roll has declined over the past five years. There are currently 127 pupils in Reception to Year 6, increasing to 145 when nursery pupils are included.
- Pupil mobility is high, and a significant number of families joining the school speak English as an additional language (EAL). Currently, 21.4% of pupils are identified as EAL.
- Bugle is a small hamlet within the parish of Treverbyn. Historically, the local economy centred on the China Clay industry, although employment opportunities in this sector have reduced significantly over recent decades. The

area includes a large static home site that has traditionally supported travelling families, many of whom have since settled permanently in the local community.

- The school serves an area of significant deprivation, with 84% of pupils living within the 20% most deprived Lower Super Output Areas (LSOAs) in England.
- The proportion of pupils with EAL (21.4%) is broadly in line with the national average (23.8%) and considerably higher than the Cornwall average (3.8%). The proportion of disadvantaged pupils at Bugle School (35%) is also above the national average which is broadly 25%.
- SEND levels are high, with 31.5% of Reception to Year 6 pupils identified as having special educational needs and/or disabilities, including an increasing number with Education, Health and Care Plans (EHCPs). Currently, 18.6% of boys in school are identified as SEND.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates in order to reach Age Related Expectations or above, at the end of Year 6, preparing them for the next step in their education.

Achieving these objectives

- Focusing on ensuring that all pupils receive high quality teaching.
- Ensuring that teaching matches the children's needs so that all pupils make accelerated progress from their starting points.
- Robust assessment of all pupils to identify potential barriers and gaps that can be targeted.
- Ensuring that 1-1 support and small group intervention is effective at closing gaps in learning.
- Additional teaching and learning opportunities provided through skilled HLTAs.
- All our work through the pupil premium statement will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations, or above.
- Pay for activities, educational visits and residentials, ensuring children have first-hand experiences to support their learning in the classroom.

- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Bugle values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support that our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills are prevalent with under-developed oral language skills and vocabulary gap more evident in disadvantaged pupils. Pupils on entry to Reception, including nursery, have significant gaps and it continues to be of concern as children move through KS1 and KS2, which impacts their academic achievement across the curriculum.
2	Basic skills: EYFS data shows lower attainment for PP children both in baseline and end of year attainment – 0% achieving GLD in comparison to 57% achieved by their non-PP peers. Phonics Year 1 – 57% achieved the pass mark (PP) and 42% (non-PP), overall, 47% of year one pupils achieved the pass mark. KS1 and KS2 data shows pupils, including PP children, performing well below their peers at both County and National level (RWM at KS2 in 2026 was 8%)
3	Data for the 2025/26 year shows that attendance was 90.9%, 3.8% below the national average for primary schools. Pupil premium attendance was 88.7% in comparison to 92.9% for non-PP pupils. Persistent absence rates of 28.2% are significantly above the 19.05% of pupils nationally who were estimated to be “persistently absent” in the same year. This includes 31.8% as disadvantaged pupils. Monitoring indicates that absenteeism is negatively impacting disadvantaged pupils’ progress.
4	Observations and discussions with pupils evidence that a number of our pupils have limited wider opportunities beyond their immediate environment with few cultural capital experiences. This impacts on pupils understanding of elements of the curriculum and further on language and communication and in turn, contributes to low aspirations.

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 language and communication skills/wider vocabulary	Welcomm will be used effectively to target and address areas of need, beginning in Nursery. Children in EYFS and beyond will be able to communicate effectively with other children and adults. Children in EYFS will make expected or above average progress in language and communication based on their starting points. Children across the school will be able to use vocabulary appropriate to the subject they are conversing or writing about. Outcomes in Reading and Writing will show progress from children's starting points.
Improved achievement in Phonics Screening Check for disadvantaged children in Year 1	Y2 PP data in June 2027 will be in line with the PP National average. Y1 PP data will be in line with the PP National average for Y1 pupils. The gap between PP pupils and non-PP pupils achieving the PSC will be narrowed in 2027
Improved outcomes for Reading, Writing and Maths in EYFS.	Outcomes for children without additional needs will be at least in line with National data for all statutory assessments. The overall % of pupils achieving GLD will be at least in line with national averages.
Improved outcomes for Reading, Writing and Maths in KS1 assessments.	Outcomes for children without additional needs will be at least in line with National data for all statutory assessments.
Improved outcomes for Reading, Writing and Maths in KS2 assessments.	Outcomes for children without additional needs will be at least in line with National data for all statutory assessments.

	Achieve at least above national average progress scores in KS2 Reading Achieve at least above national average progress scores in KS2 writing Achieve at least above national average progress scores in KS2 maths
Improve PP children's attendance at school and arrival on time for learning.	PP children's attendance will be in line or above other children. Most children will attend school on time and incidences of lateness will be rare. Reduce persistence absence so that disadvantaged groups are in line or above national average. Swift action will be taken to tackle lateness and inform parents of the implications lateness/absence has on learning.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	High levels of wellbeing will be demonstrated by: - significantly reducing the impact of poor behaviour on pupils including reducing exclusion levels for all pupils, especially disadvantaged. - Increase levels of participation in extracurricular activities and access to additional enrichment activities. - Improve the learning behaviour of all pupils, including the use of metacognition and self-regulation, but particularly for our disadvantaged pupil group.
All staff to take responsibility for better outcomes for disadvantaged learners and support them to accumulate the skills and experiences needed to improve social capital and life aspirations.	Increased access for disadvantaged pupils for the accumulation of skills and experiences needed to improve social capital and life aspirations. KS2 secondary destination choices more diverse. A wider range of free (or very low cost) extracurricular activities are available to all pupils. Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum, to include: music opportunities, residentials, trips, clubs, forest school etc Children will have gained new aspirations or developed ideas about existing aspirations (evidenced via Pupil voice)

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm S and L support package purchased and release for staff to complete individual assessments and provide targeted intervention. Ensure consistently good provision across Nursery and Reception. Develop a whole school Oracy offer.	EEF Toolkit recommendations: Oral language interventions: Very high impact based on extensive evidence Consistently good provision (environment, assessments & practice) provides communication experiences, language development, reading and writing progress. The systemic review commissioned by the EEF 'Early Language Development' reinforces the above approaches to be in line with best practice, especially in terms of adult interactions – hence the need for additional staff to model this. EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.	1, 2,
English Lead non-class-based days to promote Early Reading and harness progress across KS1 and 2. English Lead to work with the English Hub and develop early reading across the school. Employ an additional teacher 5 x afternoons per week to facilitate catch up sessions for pupils who	Research from the EEF identifies high-quality teaching as the most effective lever for improving outcomes, particularly for disadvantaged pupils. Dedicated leadership time enables the English Lead to monitor teaching, provide targeted coaching, model effective practice, analyse assessment information, and ensure consistent implementation of evidence-informed approaches across the school, alongside school leadership. This supports improved teaching quality for all pupils while helping to close attainment gaps for disadvantaged learners. Working with the English Hub strengthens staff expertise in early reading and phonics, supporting a consistent approach to literacy. Evidence suggests that effective early literacy approaches improve reading outcomes and have a particularly positive impact on disadvantaged pupils. EEF publication 'Closing the Attainment Gap'.	1,2,3

need additional support with phonics and reading. Employ an additional teacher 5 x afternoons per week to facilitate catch up sessions for pupils who did not achieve GLD in reception. High quality first teaching SLT release from class to engage in highly focussed and targeted monitoring activities which feeds into the CPD programme. Personal Development lead appointed to develop the PD offer across the school for all, with targeted support to be offered to each individual.	With above-average levels of disadvantage, SEND and pupil mobility, consistent high-quality teaching is critical. A Professional Development Lead ensures staff receive targeted professional development that improves classroom practice and supports better outcomes for all pupils, particularly those eligible for Pupil Premium, with use of evidence-informed professional development.	
Embedding a robust assessment calendar and purchasing summative assessments. QLA to be completed to generate actions/contribute to detailed pupil progress plans and to support analysis and impact tracking	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 In addition to this, if used effectively, assessments allow adults to provide high quality feedback to the pupils of which the EEF highlights can lead to an average over 8 months additional progress. https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	1, 2, 3
SENDCo 3 days non class based release Target assessment and support for those eligible for PP who are identified as having SEND (SEMH, C and L, CI) and develop/assess impact of interventions. Ensure referrals are made for timely support in all areas. SENDCo will work with staff PD on self-regulation and meta cognition and link this	EEF toolkit Social and emotional learning moderate impact +4 months Oral language interventions very high impact +6 months TA interventions moderate impact +4 months	1, 2, 3,

to a trauma informed approach.		
Attendance Work with Aspire school attendance officer/EWO to monitor attendance and lateness. Meet frequently to identify families. Communicate with these families via face to face conversations and follow the procedures for high levels of absence. Encourage families to work with us to improve attendance. Engage with the County Ethnic Minority support team to access translation support to assist EAL families	EEF Parental engagement +4 months	1, 2, 3, 4
Improve the quality of emotional and mental health support and teaching to ensure that pupils are ready to learn. Academic approaches to the delivery of social and emotional education is embedded across the school through highly personalised and targeted training and support.	There is extensive evidence associated with improving children's emotional and social skills with academic support. The EEF recognise this through their research in to social and emotional learning, stating that when delivered effectively, can have up to +4months progress within a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 4
Continue to offer Forest School as part of the school's wider provision with qualified Forest School teacher. Make use of this specialist offer to support high needs pupils Utilise the school mini bus to offer access to music and sporting events for all pupils Support from Academy trust outdoor learning lead	Key findings of Forest Research: Forest Schools: impact on young children in England and Wales - Forest Research This evaluation suggests Forest Schools make a difference in the following ways: • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time	1, 4

	• Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment	
Offer residential trips for Y3, 4, 5 and 6 Trips and visits for all.	Social and emotional – moderate impact (+4 months) Many of the positive impacts of Forest School (see above) are relevant to our residential trips. Develops collaborative working, metacognition approaches and children's cultural capital.	4
Develop and embed <i>Bugle Boost</i> , a Personal Development curriculum that enhances belonging, strengthens community awareness, and widens pupils' horizons through aspirational opportunities and experiences. Led by the Head of School.	High levels of deprivation, SEND and pupil mobility mean some pupils require additional support to engage fully in school life. A Personal Development Lead ensures early identification of need, targeted pastoral support and consistent access to enrichment opportunities, helping disadvantaged pupils overcome barriers and achieve alongside their peers.	1,2,3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. New RWI resources purchased	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: Phonics EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Teaching Assistant Interventions EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2
Times Table Rock Stars	Research on Rosenshine's Principles of Instruction and Willingham's fluency and drilling show that pupils' confidence and fluency will improve through independent practice. Children will need to retrieve the number facts from their long-term memory whilst playing this game which will boost learning and support them to remember more.	2
Welcomm	According to the EEF Early Years Toolkit, 'Overall, studies of communication and language approaches consistently show	1, 2

	positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	
Provide targeted, evidence-informed interventions delivered by highly trained staff to address identified barriers to learning and improve outcomes for disadvantaged and vulnerable pupils.	Targeted interventions are most effective when they are informed by robust assessment, address specific barriers to learning and are delivered by skilled staff. The Education Endowment Foundation highlights that targeted academic support is a key component of an effective Pupil Premium strategy and is most successful when used alongside high-quality classroom teaching. Disadvantaged pupils particularly benefit from carefully planned interventions that are closely matched to their individual needs.	1,2,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School provision is known as an effective tool to support pupils' emotional wellbeing.	Forest school encourages pupils to take managed risks appropriate to the environment and to themselves. It builds on an individual's innate motivation, positive attitudes and/or interests. This can then be able to be applied to academic learning. Sutton trust: Collaborative Learning +5 months https://educationendowmentfoundation.org.uk/guidance-for-teachers/enrichment Sutton Trust: Outdoor adventure learning +4 months https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ Forest School Principles - Principle 3 https://forestschoolassociation.org/full-principles-and-criteria-for-good-practice/	1,3, 4
The school has invested delivered additional training in	Trauma-informed practice promotes positive relationships, belonging and inclusion. Combined with consistent routines and behaviour systems, this supports improved	3, 4

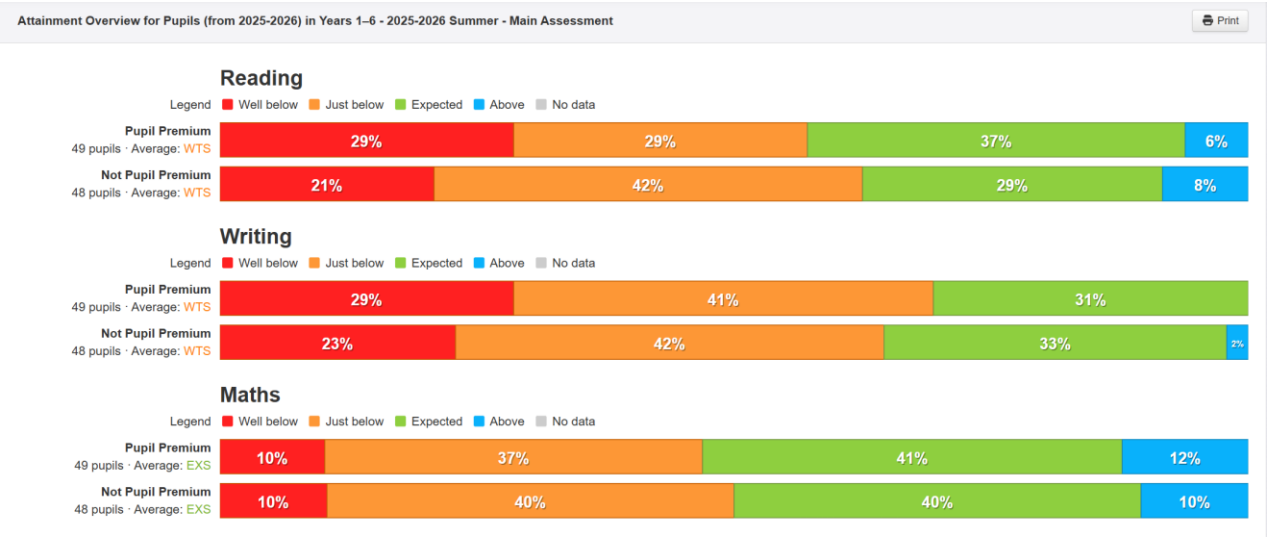
Trauma informed approaches.	engagement, attendance and outcomes for vulnerable and disadvantaged pupils.	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Working closely with the Education Welfare Officer. Staff training and additional support from the externally appointed EWO ensure that all staff members, from the admin teams through to teachers and Senior Leaders are able to effectively implement the school's policy on supporting attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. 'Improving Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Improving school attendance: support for schools and local authorities – GOV.UK (www.gov.uk)	3

Total budgeted cost: £ 103,850

Part B: Review of the previous academic year

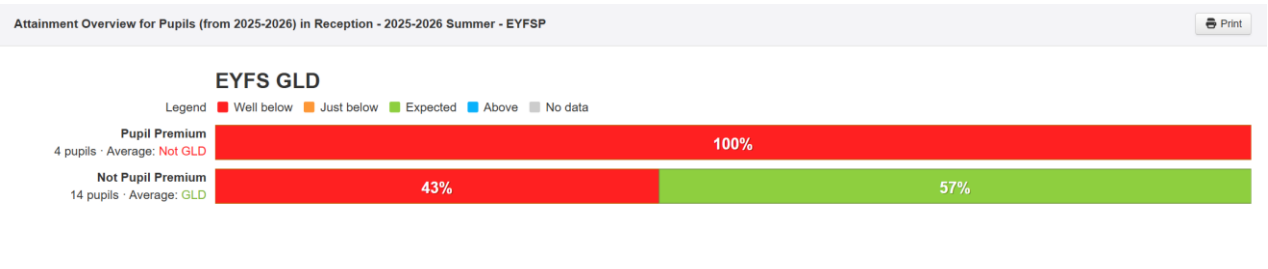
Outcomes for disadvantaged pupils

Attainment for Yr1-6 in 2026



	Reading		Writing		Maths	
	EXS+	GDS	EXS+	GDS	EXS+	GDS
PP	43%	6%	31%	0%	53%	12%
Not PP	37%	8%	35%	2%	50%	10%
Diff	+ 6%	- 2%	- 4%	- 2%	+ 8%	+ 2%

Attainment for Yr R in 2026



Reading

Legend Well below Just below Expected Above No data



Writing

Legend Well below Just below Expected Above No data



Maths

Legend Well below Just below Expected Above No data



	GLD	Reading	Writing	Maths
PP	0%	0%	0%	50%
Not PP	57%	64%	57%	79%

Attainment for PSC in 2026

Yr1

Reading

Legend Well below Just below Expected Above No data



Yr2

Reading

Legend Well below Just below Expected Above No data



	PSC Yr 1	PSC Yr 2	National
	Pass	Pass	Pass
PP	57%	75%	82% (All Pupils)
Not PP	47%	88%	91% (All pupils)

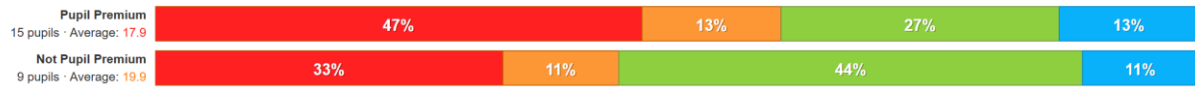
Attainment for MTC in 2026

Attainment Overview for Pupils (from 2025-2026) in Year 4 - 2025-2026 Summer - MTC

Print

Maths

Legend Well below Just below Expected Above No data



	MTC			Average score	
	21+	25		Bugle	National
PP	40%	13%		17.9	19.3 (25/26)
Not PP	55%	11%		19.9	21.7 (25/26)
National ALL		34%			21.6

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
Number Sense	Number Sense Maths
Read Write Inc. Phonics	Ruth Miskin's Read Write Inc
SCARF	Coram Life Education
Trauma Informed Schools training	TIS UK
White Rose Resources	White Rose Premium Resources
WellComm	GL Assessment