

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	158
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
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	£74,000
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>	£74,000

Part A: Pupil premium strategy plan

Statement of intent

The aim is for all pupils, regardless of the barriers that they face, to fulfil their full potential with the aim to achieving high attainment across all subject areas, whilst being a happy, positive citizen within modern society. The pupil premium strategy's principal aim is to ensure that disadvantaged pupils achieve that objective.

When writing this statement, considerations are made as to the challenges faced by the vulnerable pupils. This may include those who are under the supervision of a social worker, in care or at risk of serious neglect.

Following the recommendations set out in the EEF Guide to Effective Pupil Premium, High quality teaching is at the centre of our approach with a focus on clear identification of the areas in which disadvantaged pupils require most support. This is a key driver to ensuring that the disadvantaged attainment gap is closed and at the same time will have a positive impact on the non-disadvantaged pupils in our school. This strategy is written to ensure that the progress of the non-disadvantaged pupils is at least sustained and aims to further improve their progress.

The approaches taken within this strategy will be responsive to both the ongoing challenges faced by the disadvantaged group as a whole but also the individual needs of pupils. The approaches taken are research informed and are reactive to the school's robust assessment systems and allow for ongoing daily impact to classroom practice and therefore, pupil progress.

School Demographics and Context

Bugle school consists of pupils who all live in the surrounding villages of Bugle, Penwithick and Roche. It is one of 3 schools in the local area, with almost all of the pupils living in the village of Bugle.

The school's roll has been falling for the past 5+ years. The current roll is 140 pupils in Reception to Yr 6, 159 including nursery pupils.

Mobility is high and many EAL families are part of the community that joins the school. 19.5% of the school population have EAL.

Bugle is a small hamlet in the parish of Treverbyn. Traditionally, workers living in the area would have been employed in the China Clay industry, though due to its decline over the past 30 years, this has become less common. Clay stopped being shipped

from Par around 10 years ago and much of the docks have now closed. The village is home to a large static home site, which has been owned and run by generations of travelling families. Over the past 10 years, many of these have moved into smaller sites or built permanent residence in the local area. Bugle is an area of high deprivation, with 84% of our pupils living in the 0-20% most deprived LSOAs in England.

The levels of EAL pupils attending Bugle School are broadly in line with the national average, 20.8% (Bugle 20.9%), but is significantly higher than the Cornwall average (5%). The proportion of disadvantaged pupils at Bugle (32%) is above the national Average (24.6%).

The school is 25.7% SEND, with an increasing number of EHCPs. 24.4% of boys in school have an 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 exceed nationally expected progress rates in order to reach Age Related Expectations 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 wave 1 high quality teaching.
- Ensure that teaching matches the children's needs so that all pupils make accelerated progress from their starting points.
- 1-1 support and small group intervention is effective at making up for 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.
- 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 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 – 57% achieving GLD in comparison to 77% achieved by their non-PP peers. Phonics Year 1 – 67% achieved the pass mark (PP) and 81% (non-PP) KS1 and KS2 data shows pupils, including PP children, performing well below their peers at both County and National level (RWM at KS2 in 2024 was 25%, compared to 61% nationally. KS1 was 32%)
3	Data for the 2023/24 year shows that attendance was 89%, 4% below the national average for primary schools. Pupil premium attendance was 86.78% in comparison to 90.46% for non-PP pupils. Persistent absence rates of 32.29% are significantly above the 19.2% of pupils nationally who were estimated to be “persistently absent” in the same year. This includes 34.9% as disadvantaged pupils. Monitoring indicates that absenteeism is negatively impacting disadvantaged pupils’ progress.
4	More frequent behavioural difficulties, including SEMH, have led to an increase in the number of suspensions that have taken place within the school. 37 days were lost as a result of fixed term suspensions during the 23/24 academic year, 72.9% of these were disadvantaged pupils. Observations from staff in lessons indicate that many of our pupils lack knowledge in how to self-regulate or use metacognitive strategies when facing challenges in their learning which can lead to poor behaviour and lost learning opportunities. For Autumn Term 2024-2025, this has increased to 22.5 days lost as a result of fixed term suspensions so far this academic year. 84.4% of these suspensions were for children eligible for pupil premium.

5	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	<p>Welcomm will be used effectively to target and address areas of need, beginning in Nursery.</p> <p>Children in EYFS and beyond will be able to communicate effectively with other children and adults.</p> <p>Children in EYFS will make expected or above average progress in language and communication based on their starting points.</p> <p>Children across the school will be able to use vocabulary appropriate to the subject they are conversing or writing about.</p> <p>Outcomes in Reading and Writing will show progress from children's starting points.</p>
Improved achievement in Phonics Screening Check for disadvantaged children in Year 1	<p>Y2 PP data in June 2025 will be in line with the PP National average.</p> <p>Y1 PP data will be in line with the PP National average for Y1 pupils.</p> <p>The gap between PP pupils and non-PP pupils achieving the PSC will be narrowed</p>
Improved outcomes for Reading, Writing and Maths in EYFS.	<p>Outcomes for children without additional needs will be in line with National data for all statutory assessments.</p> <p>The gap between PP pupils and non-PP pupils achieving GLD will be narrowed</p>
Improved outcomes for Reading, Writing and Maths in KS1 assessments.	<p>Outcomes for children without additional needs will be in line with National data for all statutory assessments.</p>
Improved outcomes for Reading, Writing and Maths in KS2 assessments.	<p>Outcomes for children without additional needs will be in line with National data for all statutory assessments.</p> <p>Achieve above national average progress scores in KS2 Reading (0)</p> <p>Achieve above national average progress scores in KS2 writing (0)</p> <p>Achieve above national average progress scores in KS2 maths (0)</p>

<p>Improve PP children’s attendance at school and arrival on time for learning.</p>	<p>PP children’s attendance will be in line with other children. Most children will attend school on time and incidences of lateness will be rare.</p> <p>Reduce persistence absence so that disadvantaged groups are in line with national average.</p> <p>Swift action will be taken to tackle lateness and inform parents of the implications lateness/absence has on learning.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>High levels of wellbeing will be demonstrated by:</p> <ul style="list-style-type: none"> - 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.
<p>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.</p>	<p>Increased access for disadvantaged pupils for the accumulation of skills and experiences needed to improve social capital and life aspirations.</p> <p>KS2 secondary destination choices more diverse.</p> <p>A wide range of free (or very low cost) extracurricular activities are available to all pupils.</p> <p>Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum, to include: music opportunities, residentials, trips, clubs, forest school etc</p> <p>Children will have gained new aspirations or developed ideas about existing aspirations (evidenced via Pupil voice)</p>

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
<p>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.</p> <p>Develop a whole school Oracy offer through the new Oracy Lead.</p>	<p>EEF Toolkit recommendations: Oral language interventions: Very high impact based on extensive evidence</p> <p>Consistently good provision (environment, assessments & practice) provides communication experiences, language development, reading and writing progress.</p> <p>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.</p> <p>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.</p>	1, 2, 4
<p>High quality first teaching SLT release from class to engage in highly focussed and targeted monitoring activities which feeds into the CPD programme.</p> <p>AHT non-class based days to promote Early Reading and work with English lead to harness progress across KS1 and 2.</p>	<p>EEF publication 'Closing the Attainment Gap'.</p>	2, 4
<p>Embedding a robust assessment calendar and purchasing summative assessments.</p> <p>QLA to be completed to generate actions/contribute to detailed pupil progress plans and to support analysis and impact tracking</p>	<p>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</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	1, 2, 4
<p>SENDCo 3 days non class based release Target assessment and support for</p>	<p>EEF toolkit</p> <p>Social and emotional learning moderate impact +4 months</p> <p>Oral language interventions very high impact +6 months</p>	2, 3, 4

<p>those eligible for PP who are identified as having SEND (SEMH, C and L, CI) and develop/assess impact of interventions. (48% of PP have identified SEND)</p> <p>Ensure referrals are made for timely support in all areas.</p> <p>SENDCo will work with staff CPD on self-regulation and meta cognition and link this to a trauma informed approach.</p>	<p>TA interventions moderate impact +4 months</p>	
<p>Attendance</p> <p>Work with Aspire school attendance officer/EWO to monitor attendance and lateness. Meet frequently to identify families.</p> <p>Communicate with these families via face to face conversations and follow the procedures for high levels of absence.</p> <p>Encourage families to work with us to improve attendance.</p> <p>Engage with the County Ethnic Minority support team to access translation support to assist EAL families</p>	<p>EEF Parental engagement +4 months</p>	<p>1, 2, 3, 4</p>
<p>Improve the quality of emotional and mental health support and teaching to ensure that pupils are ready to learn.</p> <p>Academic approaches to the delivery of social and emotional education is embedded across the school through highly personalised and targeted training and support.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3, 4</p>
<p>Develop provision in school to support regulation and manage emotions.</p>		<p>3, 4</p>

<p>Create a fully equipped sensory room with a range of sensory input equipment to allow children to de-escalate and re-regulate.</p>		
<p>Continue to offer Forest School as part of the school's wider provision with qualified Forest School teacher.</p> <p>Make use of this specialist offer to support high needs pupils</p> <p>Utilise the school mini bus to offer access to music and sporting events for all pupils</p> <p>Support from Academy trust outdoor learning lead</p>	<p>Key findings of Forest Research: Forest Schools: impact on young children in England and Wales - Forest Research</p> <p>This evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> • 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 • 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 	<p>4, 5</p>
<p>Offer residential trips for Y3, 4, 5 and 6</p> <p>Trips and visits for all.</p>	<p>Social and emotional – moderate impact (+4 months)</p> <p>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.</p>	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>New RWI resources purchased</p>	<p>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:</p> <p>Phonics EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Teaching Assistant Interventions EEF</p>	<p>1, 2</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
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 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.	1, 2

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.	<p>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.</p> <p>Sutton trust: Collaborative Learning +5 months https://educationendowmentfoundation.org.uk/guidance-for-teachers/enrichment</p> <p>Sutton Trust: Outdoor adventure learning +4 months https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>Forest School Principles - Principle 3 https://forestschoollassociation.org/full-principles-and-criteria-for-good-practice/</p>	3, 4
The school has invested in ensuring that staff training regarding behaviour is relevant and purposeful. We have 2 full 10 day trained TIS	The Trauma informed approaches which aim to have a relational understanding of the specific child's needs, focus on building positive relationships, and having clear consistently applied whole school approach to rewards and sanctions, along with effective routines, mirrors the findings and recommendations from the EEF improving behaviour in schools. https://www.traumainformedschools.co.uk/	3, 4

<p>practitioners and another undertaking during 2024.</p>		
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Working closely with the Education Welfare Officer.</p> <p>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.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>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)</p>	<p>3</p>

Total budgeted cost: £ 74,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

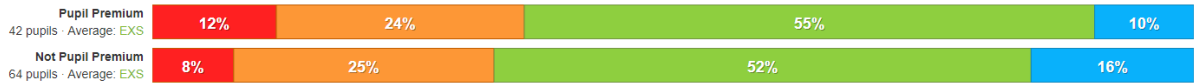
Attainment for Yr1-6 in 2024

Attainment Overview for Pupils (from 2023-2024) in Years 1-6 - 2023-2024 Summer - Main Assessment

Print

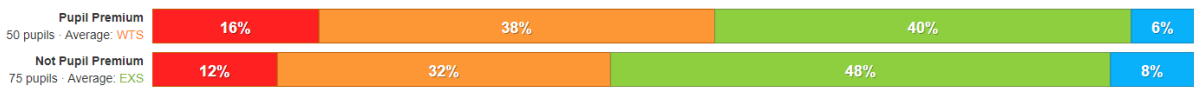
Reading

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



	Reading		Writing		Maths	
	EXS+	GDS	EXS+	GDS	EXS+	GDS
PP	65%	10%	46%	6%	55%	12%
Not PP	67%	16%	56%	8%	63%	19%
Diff	In line with non-PP peers	- 6%	-10%	In line with non-PP peers	- 8%	

Attainment for Yr R in 2024

EYFS GLD

Legend Well below Just below Expected Above No data



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	57%	57%	57%	57%
Not PP	83%	83%	83%	83%

Attainment for PSC in 2024

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	65%	46%	68%
Not PP	67%	56%	(All pupils) 80%

Attainment for MTC in 2024

Attainment Overview for Pupils (from 2023-2024) in Year 4 - 2023-2024 Summer - MTC

Print

Maths

Legend Well below Just below Expected Above No data



	MTC		Average score	
	20+	25	Bugle	National
PP	63%	25%	19	18.9
Not PP	71%	21%	22	21.3
National ALL		34%		20.6

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