Pupil premium strategy statement –Connor Downs Academy 2026-7

This statement details our school's use of pupil premium (and recovery 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	163
Proportion (%) of pupil premium eligible pupils	9.2% (15/163) (18.6% 2025-6- this data is affected by data collection)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-7
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	J Eddy
Pupil premium lead	K Norton
Governor / Trustee lead	K Gallagher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51 650 Staffing: 17 597
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£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*	£51 650

Part A: Pupil premium strategy plan

Statement of intent

EEF research states that, ''The attainment gap is the most stubborn test facing English schools''. Our aim at Connor Downs is to ensure all pupils, regardless of socio-economic background are given the skills, knowledge and understanding to achieve their full potential. Disadvantaged pupils are a priority in our school. They are identified by staff and are closely monitored to ensure they are thriving. This includes meeting their social and emotional needs, which must be met to allow pupils to make good progress in their learning. We work hard to establish good relationships with parents and carers to ensure we can offer support when necessary. Our approach is flexible, depending on an individual child's circumstances and needs. We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

This strategy identifies the priorities for pupil premium pupils.

Challenges

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

1. A significant number of children enter EYFS below age related expectations, especially in language and communication. They continue to then need support with early reading.

2. Children, including those in care and under SGO, with high levels of emotional needs, must have these needs met before they can fully engage in learning.

3. To ensure any gaps in learning and key skills are identified and filled, to raise the confidence of PP children. This will have a specific focus this year on reading which coincides with our SIP.

4. The high level of learning needs and at times, low aspiration and expectations from stakeholders. To ensure PP pupils receive an aspirational curriculum that allows pupils to benefit from cultural capital- this being gaining the essential knowledge pupils need to be educated citizens, to introduce them to best that has been thought and said and to help them engender an appreciation of human creativity and achievement.

Challenge number	Detail of challenge
1	A significant number of children enter EYFS below age related expectations, especially in language and communication. They continue to then need support with early reading.
2	Children, including those in care and under SGO, often have high levels of emotional needs. These needs must be met before they can fully engage in learning.
3.	High quality class teaching which includes strategies to support PP pupils. Pupils in class often need additional support delivered by skilled Teaching Assistants: pre-teaching, consolidation of learning or support to ensure gaps in learning and key skills are addressed. They need support in particular with reading and to regulate and manage their emotions. Pupils who are double disadvantaged or triple disadvantaged, for example are also SEND or vulnerable are also monitored and given additional support.

4	The high level of learning need and at times, low aspiration and expectations from stakeholders impacts the progress pupils have and can dictate their success in life. Children feel the impact of low family income in many ways-in inconsistent relationships, poor housing, mental health and low aspirations. PP pupils must therefore receive an aspirational curriculum to help them develop confidence and agency.

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
Improve speaking and language skills through targeted support and other speaking and listening interventions including support from a speech and language therapist. Phonics and early reading to have a high priority in school with high quality class teaching, daily intervention and parental engagement.	Improved speaking and listening skills for children in class, reflected in their academic progress. **PSC Year 1 to achieve at least an 84% pass rate.** **PSC Year 2 retake, 100% pass rate.**
Children's emotional needs have been supported through a whole school TISUK approach with targeted interventions for individual pupils and group emotional support.	All pupils benefit from our rich outdoor environment and programme of learning. Increased emotional regulation, learning engagement and progress.
Additional support for individual children, to ensure gaps in learning and key skills are addressed. Pupils who are double disadvantaged or triple disadvantaged, for example are also SEND or vulnerable are also monitored and given additional support.	Progress Accelerated. Gap between PP and non-PP is reduced.
Raised aspirations and expectations by all stakeholders. Pupils must receive an aspirational curriculum to help them develop confidence and agency.	Pupils attend trips and enjoy visits. Parents/carers feel well supported Pupils feel a sense of achievement and have high aspirations.

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: £ 19 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils access quality first teaching. Appropriate training to be accessed by staff. Strategies to engage more pupils in making more progress: - Aspire 10 embedded in school to provide routine, scaffolding and structure in lessons. -Teachers to use 'think, think, pair, share' to give pupils time to consider their responses. - 'Discuss with partner, rather than 'talk'. - Structured talk opportunities given to pupils and actively teaching listening skills. -Steplab professional development programme to support teacher's best practice.	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.	1, 2, 3, 4
To ensure that our whole school growth mindset culture continues to be embedded throughout the academy. Staff model growth mind-set and pupils use growth mindset language.	Promoting growth mindset is an effective strategy to use to support effective learning particularly for disadvantaged pupils.	1,2,3,4
Upskill support staff with appropriate approaches and pedagogy to enable delivery of targeted teaching interventions.	EEF - research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.	2,3

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. Pupils who did not pass, or who have SEND receive Rapid Catch Up sessions. Ensures SSP lessons are of the highest standard to reduce the number of pupils who need extra support.	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 there- fore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Phonics | Toolkit Strand | Education Endowment Foundation | EEF • Staff receive regular training to teach the phonics programme well. • Pupils show confidence when decoding and blending words because they are secure in their knowledge of sounds. • Assessment used effectively in order to identify and support those pupils who need help to keep up. • Timely interventions are implemented for identified pupils and the impact is tracked by SLT. • Pupils to become confident and fluent readers quickly.	1, 3
Promoting reading in Key Stage 2 through - Comprehensive, up to date selection of books to read. - Relevant and balanced selection of class readers to be read each day. - Reading comprehension skills built through reading lessons and reading interventions in KS2 twice a week for all pupils. - Fluency of reading developed through additional practice in class. - Competitions to	• Drive on reading comprehension skills for Year 6 followed with daily morning interventions. • Daily Fluency in KS1 to lay foundations. • Daily KS2 reading comprehension interventions for identified pupils. • Afternoon catch up interventions for Year 6 pupils on the cusp of EXS and GDS standard. • Non- negotiable twice weekly reading comprehension task for Years 3-6, one VIPERS one NINJA. Weekly CGP Reading intervention in KS2. • Weekly intense, after school booster sessions for all Year 6 pupils during spring term. • Weekly book scrutiny by Reading lead and HOS.	

promote reading. - Reading with buddies across the school. - Home school link books to monitor and support reading at home. - Accelerated reader quizzes promoted and celebrated. - Weekly reading gift voucher for KS1 and KS2 pupils to motivate and engage pupils.		

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

Budgeted cost: £ 17 597

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils who enter EYFS and other year groups at Connor Downs Academy at below age-related expectations especially in language and communication are well supported to make accelerated progress using the Wellcomm Programme.	Use of EEF toolkit (and research findings shared by Ofsted and Sir John Dunmore publications) identified this as a high- impact low- cost strategy. It has also been noted by EEF that those starting school in Autumn 2024 needed more support with communication and language development as a result of lockdown. Strategies used to include: early intervention, oral language interventions and phonics. WellComm Language programme for EYFS- fully resourced and staff trained.	1,3,4
Teachers and leaders use Little Wandle SSP assessment to identify immediately pupils falling behind. Extra daily practice for pupils falling behind. Use Rapid Catch Up. Engage the support of parents, where appropriate. PP reading monitored in school in Home school link books.	Reading is a key focus within our school and SDP development plan and challenging high attaining pupils a focal point of this.	1,3,4
PP children receive high quality, purposeful, focused support to develop their skills in maths, reading and writing. Identified pupils invited to after school intervention sessions.	Research (EEF) evidence's high quality one to one support that is purposeful and focused has a high impact on raising attainment. TAs delivering targeted interventions shows consistent positive impact on progress and attainment.	1,3,4

Number Sense	This project 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	3,4
	understanding needed in Reception classes, and progression through KS1 to support success in the future. Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	

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

Budgeted cost: £15 053

Activity	Evidence that supports this approach	Challenge number(s) addressed
To meet the emotional needs of PP pupils, to effectively support high levels of engagement with learning and a positive impact on outcomes. Access to Cultivating Futures. Whole school and targeted TISUK intervention using Motional as an assessment tool. Bespoke nurture groups provided by our TIS UK practitioners and class TAs to support emotional wellbeing and engagement with learning for identified pupils.	TISUK is recognised as an effective tool supporting emotional resilience which is a skill that some disadvantaged pupils require support with. Research evidences the positive impact on wellbeing of outdoor learning and social and emotional interventions. Our TiSUK report (2023) found that throughout the school there are very clear warm relationships with children and between the adults. It also states how, 'the school has developed an environment that enables children to demonstrate their skills and talents in a range of ways not just academically' and that 'All adults have been well trained in understanding how to support positive mental health'. • Core Services to support in weeding raised planters and restoring animal enclosures. • Miss Pedley to use dedicated weekly maintenance time to restore and sustain Cultivating Futures to a high quality learning environment. • Miss Pedley to deliver outdoor enrichment curriculum to all children through timetabled PPA sessions and to measure the impact.	2,3,4

	• Each class teacher, to plan Outdoor enrichment activities to support the delivery of the NC and to measure the impact. • EYFS teacher to plan use of Cultivating Futures to support the prime areas of Personal, Social and Emotional Development, Communication and Language, and Physical Development and measure the impact.	
PP pupils benefit from enrichment activities for example sports, theatres and museums. Including Cornwall Parliament 2026.	Pupils are given opportunities they would not otherwise receive to further develop their character/citizenship experiencing a vast array of curricular trips and visits within the local community and beyond. This helps them to fulfil their potential and raise aspiration through wider opportunities and supports in fostering a strong, shared sense of pride in belonging to an aspirational school community.	2,3,4

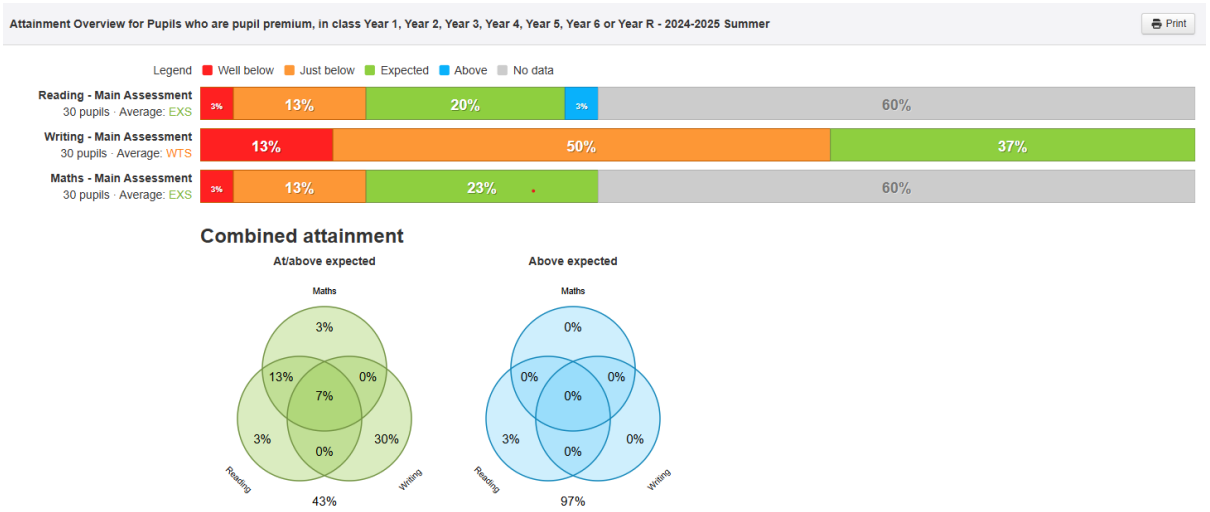
Raise aspiration, expectations and cultural capital of pupils and parents and carers of PP pupils. Access opportunities from providers e.g Falmouth University. Provide inspiration for future career paths by direct contact with a range of employed personnel.	To raise aspiration of parents and pupils by ensuring they are aware of local opportunities to access further education/degree level and vocational courses, London Residential, Y4 residential, school camps, library visits, Y5 Minack visit. School Christmas and Summer Fayre each year supports the community. Parents' evenings and open lessons each year provide parents with the opportunity to engage with school and their children's learning. Every pupil is involved in an annual Careers Day where a diverse range of parent/carer employed members share their experience and passion for their chosen career path.	4,

Total budgeted cost: £ 82,000

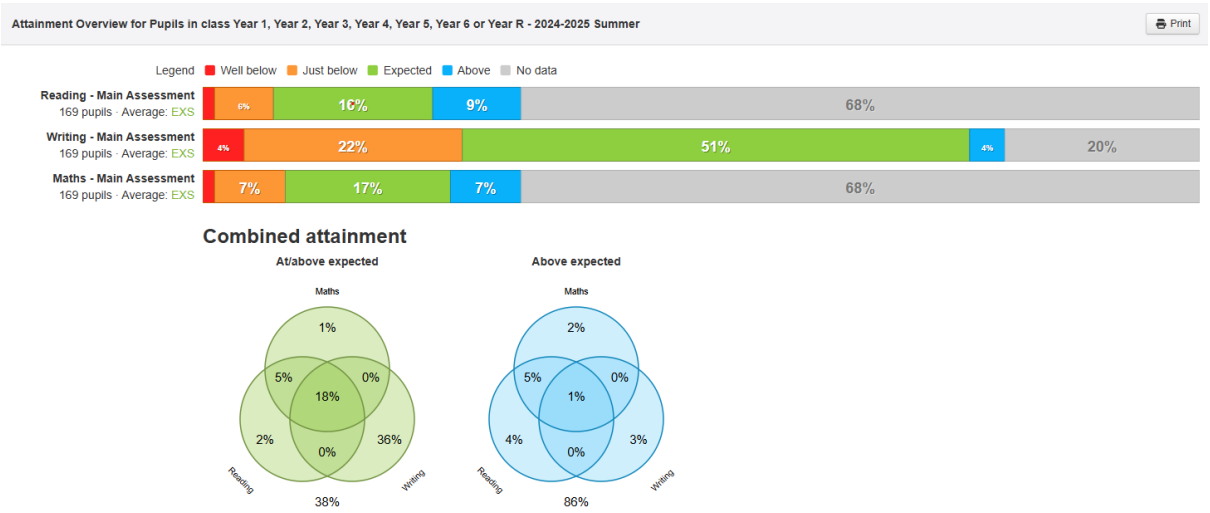
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

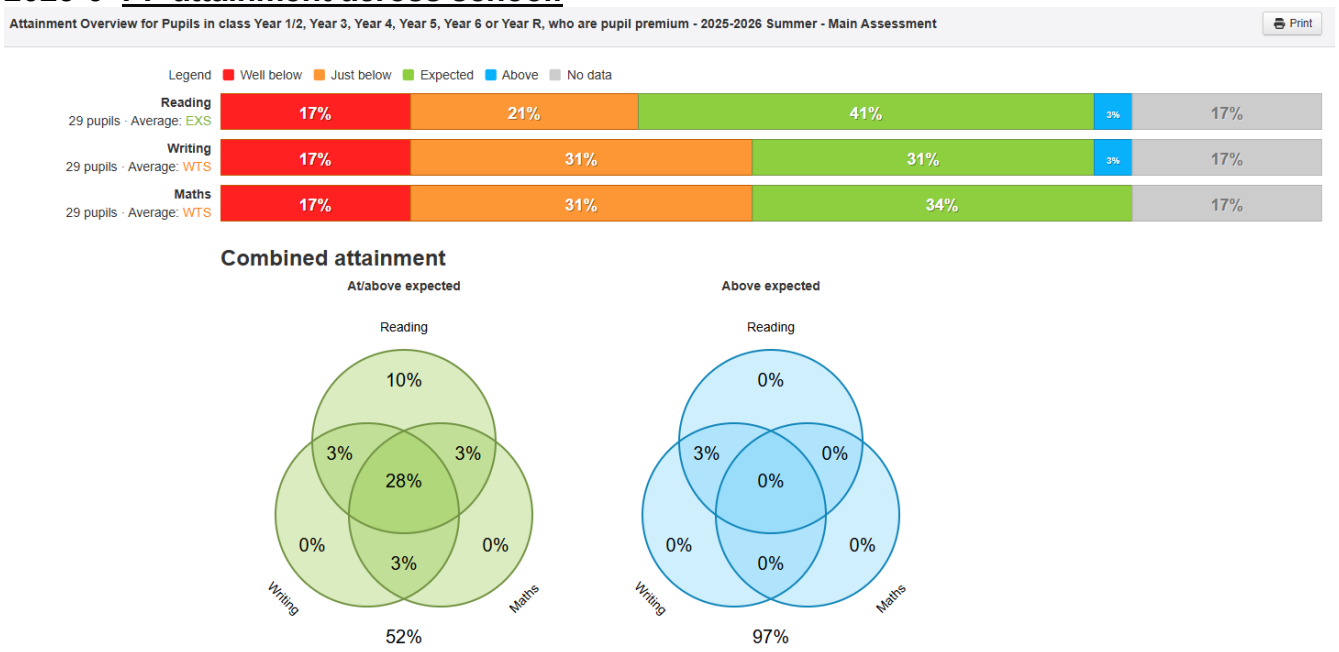
2024-5 PP attainment across school:



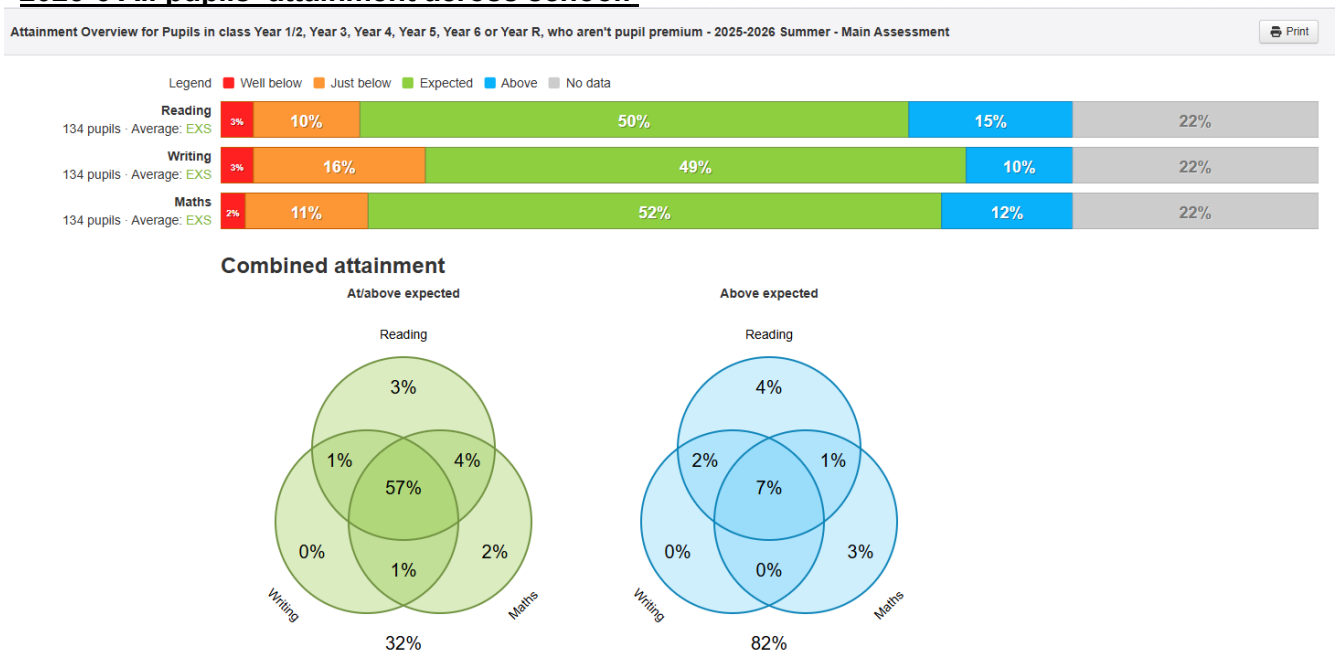
2024-5 All pupils' attainment across school:



2025-6 PP attainment across school:



2025-6 All pupils' attainment across school:



In 2025-6 non-pupil premium pupils were attaining considerably more strongly than pupil premium pupils across Reading, Writing and Maths. While over half of non-pupil premium pupils (57%) are secure at or above expected standards across all three core subjects, this falls to 28% for pupil premium pupils.

Higher attainment remains limited within the pupil premium cohort, particularly in Maths where no pupils are currently assessed as above expected. This makes the provision of funding for PP pupils to continue to be crucial and for it to be used in school in a considered manner to be most effective to boost these pupils in school.

An analysis of the data identified that this must be maintained into 2026-2027, in order to ensure that the gap between progress of PP pupils and non-pupil premium pupils is narrowed.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Trauma Informed Schools	Trauma Informed Schools
Little Wandle	Little Wandle
Accelerated Reader	Renaissance
White Rose Maths	White Rose
Safety, Caring Achievement, Resilience and Friendship (SCARF)	Coram Life Education
WellComm	WellComm Speech and Language Programme

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils
How did you spend your service pupil premium allocation last academic year? Pupils accessed intervention for Maths, Reading and Writing as appropriate. They benefitted from additional TA support in lessons and close monitoring of reading and homework. They also had access to TiS support and made us of our outdoor provision.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.