



Pupil Premium Strategy Statement 2026/27

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	St Uny C of E Academy
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2027
Date this statement was published	3 rd September 2026
Date on which it will be reviewed	3 rd January 2027 3 rd April 2027
Statement authorised by	Richard Hoskins (Head of School)
Pupil premium lead	Richard Hoskins
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,230
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	£60,230

Part A: Pupil premium strategy plan

Statement of intent

Our vision is to be a positive, loving school where children are equipped to live well with Jesus Christ and with others. At St Uny C of E Academy is it our intent that all pupils flourish and enjoy a rich and diverse curriculum. As a school we are committed to raising the achievement for pupils who are eligible for Pupil Premium and understand that many of these pupils must make accelerated progress compared to non-eligible pupils to achieve this. At St Uny C of E Academy we have created a package of support aimed to tackle a range of barriers to ensure all pupils flourish. We aim to:

- Provide learning experiences which meet the needs of all pupils.
- Establish further provision to support the cognitive and emotional needs of identified pupils.
- Provide support for disadvantaged families (including signposting to services and attendance).

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate that disadvantaged pupils enter Nursery and Reception with weaker language and communication skills than their peers, particularly in vocabulary and understanding.
2	Our disadvantaged children, especially our disadvantaged children with SEN, often struggle with memory and retention. Recall of key facts, e.g. number fluency is an ongoing challenge as well as key subject knowledge and vocabulary.
3	Internal assessments show that disadvantaged pupils are significantly less likely to achieve Greater Depth Standard (GDS) in reading, writing and mathematics by the end of Key Stage 2.
4	Identified pupils (including those in care) require further support with their SEMH needs in order to flourish in school and make progress both socially and academically. These needs must be met first.
5	Attendance data indicates that disadvantaged pupils are more likely to be persistently absent, resulting in lost learning time and reduced curriculum access.

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
Disadvantaged pupils joining the Nursery and Reception will be supported to develop their communication and language skills, which will support their SEMH needs being met.	- WellComm diagnostic tool to be used to ensure all EYFS pupils are screened, with C&L barriers identified and support implemented. - School to work alongside Kernow English Hub to ensure high quality phonics & reading development is accessed by all pupils. - Identified pupils will access 'Early Talk Boost' in the Nursery, so that the appropriate support is in place. - Pupils in Reception will access NELI support to support C&L barriers. - Nurture lunch provision to take place for identified pupils to support lunch-based anxiety. - Teachers will provide information and support for families of disadvantaged pupils starting in the Nursery and Reception (including support for phonics, school routines, transitions).
Children are able to recall and build upon prior learning to support good progress across the curriculum as well as understand subject-specific vocabulary.	- The curriculum is well planned, sequenced and delivered skilfully to ensure children are being taught in small steps, based on their starting points. - Vocabulary is a consistent component of each lesson, with intended vocabulary mapped across the curriculum and on-going assessment used to identify misconceptions / gaps. - Agreed lesson structures are used across the curriculum to support retrieval and progress. - Task design and adaptive strategies are used to unpick misconceptions and enable pupils to 'keep up not catch up'. - Pupils know more and remember more. - Pupils make good progress from their starting points. - The gap between disadvantaged and non-disadvantaged pupils continues to reduce. - Pupils demonstrate good subject knowledge across the curriculum.
Disadvantaged pupils working at EXS are supported to build on their knowledge to achieve Greater Depth Standard (GDS) in reading, writing and mathematics by the end of Key Stage 2.	- The curriculum is well planned, sequenced and delivered skilfully to ensure children are being taught in small steps, based on their starting points. - Agreed lesson structures are used across the curriculum to support retrieval and progress for the most able pupils. - Task design and adaptive strategies are used to provide further challenge for identified pupils (including the use of HINGE questions for deeper reasoning and SHINE challenges in maths to boost opportunities for problem solving). - Pupils know more and remember more.

	• The gap between higher attaining disadvantaged and non-disadvantaged pupils continues to reduce. • Pupils demonstrate deeper subject knowledge across the curriculum.
The SEMH needs of identified pupils will be met, enabling pupils to flourish in school and make progress both socially and academically.	• Continued development of whole school SEMH provision (PSHE, nurture forest school, well-being curriculum), including a specific focus on mental health as part of the PSHE curriculum. • Training and deployment of TIS practitioners, ensuring a rigorous timetable of support is in place for identified pupils. • Development of the 'Senior Mental Health Lead' role within school, including working with external agencies (Wave Project, Smile Project) to support targeted groups of pupils. • Nurture forest school and lunch provision to take place for identified pupils. • 'We Thinkers' support to be accessed by identified groups of pupils, <u>led by a qualified teacher</u>. • Regular 'Boxall' assessments will take place for identified pupils to support staff in identifying areas of need and on-going support. • Disadvantaged diagnostic tool to be analysed regularly by teachers and leaders, ensuring pupils' lived experiences are carefully considered and support adapted accordingly.
Attendance data indicates a reduction in PA amongst disadvantaged pupils, resulting in equitable learning time and curriculum access (including lateness to school).	• Attendance rates have improved for identified families and are in line or better than national figures (including lateness to school). • School to work in collaboration with EWO to provide support for families where attendance is lower than expected (specific cases). • School-based support, such as access to wrap-around care in place for identified families. • Home school links are strong and effective for all families, with strong communication in place to support attendance. • Families are accessing support from external services via EHH referrals.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Keep up not catch up – teachers work hard to ensure lessons are adapted to meet the needs of all learners – CPD on use of Task Design to support. Targeted intervention is used to swiftly support any identified gaps in learning.	Class room staff are best placed to know their children, their misconceptions and their gaps in learning to be able to provide quality first teaching to enable rapid progress. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils (EEF - Teaching Assistant Interventions).	1 2 3 4
Classroom TAs to be used flexibly by the class teacher to enable the class teacher to work with individuals or groups. Retention of support staff in the afternoons to further support pupils.	Class teachers are best placed to know their children, their misconceptions and their gaps in learning to be able to provide quality first teaching to enable rapid progress. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils (EEF - Teaching Assistant Interventions).	1 2 3 4
Teacher and TA training around our whole school ethos and metacognitive approaches. To ensure all children are being taught metacognitive strategies in their classrooms.	Teaching metacognition and self-regulation approaches to all children is one of the most effective ways to raise attainment and progress within the classroom. The EEF research suggests that it can improve progress by +7 months.	1 2 3 4
CPD linked to school development priorities, teaching and learning principles and latest research to ensure staff are well informed to provide high quality provision. Key focus on adapting reading provision to meet the needs of all learners post phonics and KS2.	EEF report states that effective CPD is carefully planned over a sustained period of time, focusing on teaching and learning outcomes in the best interest of the children.	1 2 3 4
EYFS CPD linked to quality interactions	The Education Endowment Foundation (EEF) evidence shows high-quality interactions in Early Years Foundation	1 2

between staff and children – use of ShREC approach.	Stage (EYFS) are crucial, boosting cognitive, social, and emotional skills, especially language and communication, leading to better reading, academic results, and future employment, particularly for disadvantaged children.	3 4
Retention of additional teacher for two afternoons each week to lead the school's art studio and nurture lunch provision for identified cohorts and groups of pupils.	Class teachers are best placed to know their children, their misconceptions and their gaps in learning to be able to provide quality first teaching to enable rapid progress. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils (EEF - Teaching Assistant Interventions).	1 2 3 4

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

Budgeted cost: £38,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Highly trained support staff provide targeted catch up in RWInc.	One to one fast track tutoring within RWInc is proven to close gaps rapidly ensuring no children fall behind.	1 2
Additional support staff in KS2 with a specific focus on supporting identified PP pupils both academically and socially / emotionally. Additional staff will support with targeted in-class provision, directed and planned by class teachers. Pupils in Year 6 will have access to additional 'booster' sessions after school.	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 (effect size 0.2–0.3) (EEF).	1 2 4
Outdoor learning intervention sessions offer our learners the opportunity to learn in a different environment, a different set of skills, which they're able to transfer in to every day practice (supported by whole class Forest School sessions and weekly 'Forest School Explorers'). Intervention groups and 1:1 sessions support identified targets.	Based on our experiences and those of similar schools to ours, we know a Forest school setting will encourage pupils to take managed risks appropriate to the environment and to themselves and will build on an individual's innate motivation, positive attitudes and/or interests. This will then be able to be applied to their academic learning. Sutton trust: Collaborative Learning +5 months. Forest Schools: impact on young children in England and Wales - Forest Research Full principles and criteria for good practice Forest School Association	1 4
Use of WellComm screening and intervention programme to	Evidence suggests that oral language interventions has a positive impact of children's progression.	1

identify speech and language gaps and accelerate progress.	WellComm - GL Assessment Sutton Trust: Oral language interventions +6 months. Sutton Trust: Early Years Intervention +5 months.	
Introduce and establish Boxall Profiling to support the needs of key pupils.	Research shows that Boxall Profile® assessments help schools successfully identify children's social, emotional, and mental health (SEMH) needs, plan targeted interventions, and monitor student progress over time.	4

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

Budgeted cost: £2000 (including £500 resources).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging parents (through newsletters, Facebook and parent meetings) and children in the issue of attendance and the importance of being in school on time, every day. Meetings with the EWO to support families of persistent lateness or absence. To support families with wrap-around care where needed.	There's a clear link between poor attendance and lower academic achievement. DfE research (2012) on improving attendance at school found that: Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English.	5
CPD for teachers to support attendance.	There's a clear link between poor attendance and lower academic achievement. DfE research (2012) on improving attendance at school found that: Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English.	5
Ensuring Pupil Premium pupils have the same access to school trips by supporting financial costs where needed.	The best SEMH schools will be working with a range of external providers to cater for the needs of a very diverse set of students. (SEMH Schools Website)	1 2 3 4 5
Forest School Provision for all classes.	Based on our experiences and those of similar schools to ours, we know a Forest school setting will encourage pupils to take managed risks appropriate to the environment and to themselves and will build on an individual's innate motivation,	1 4

	positive attitudes and/or interests. This will then be able to be applied to their academic learning. Sutton trust: Collaborative Learning +5 months. Forest Schools: impact on young children in England and Wales - Forest Research Full principles and criteria for good practice Forest School Association	
Parents & wider family members will be supported for identified PP pupils, which can support improved attendance. To provide parent workshops and support based on need. To provide support with breakfast club provision in order to ensure identified pupils have a positive start to the school day and identified families are supported, as well as support for trips and residential.	<i>Plan carefully for group-based parenting initiatives (such as regular workshops). A convenient time and location, face to-face recruitment, trusting relationships, and an informal, welcoming environment are the most important factors for parents to attend group sessions. (EEF – Working with parents to support children’s learning).</i> <i>The best SEMH schools will be working with a range of external providers to cater for the needs of a very diverse set of students. Access to a range of therapies is vital including, but not limited to, on site counsellors. Connections to charities and voluntary groups can also provide opportunities for the children to access support and experiences that may meet their needs to an even greater extent. SEMH Schools Link</i>	4 5

Total budgeted cost: £60,230

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 to 2026 academic year.

Aim	Chosen Action / Approach	Outcome / Impact
Disadvantaged pupils joining the Nursery and Reception will be supported to develop their communication and language skills, which will support their SEMH needs being met.	Identified pupils will access 'We Thinkers' programme, led by the Class Teacher. Identified pupils will access 'Early Talk Boost' in the Nursery, so that the appropriate support is in place. Identified pupils will access 'Talk Boost' in Reception, so that the appropriate support is in place. Teachers will provide information and support for families of disadvantaged pupils starting in the Nursery and Reception.	100% of disadvantaged pupils achieved ELG for speaking. 100% of disadvantaged pupils achieved ELG for listening, attention and understanding. 86% of pupils in EYFS are on track in phonics (internal assessments) – 66% of our disadvantaged pupils are on track. The curriculum prioritises and focuses on developing children's vocabulary and understanding.
Disadvantaged pupils will access research-based intervention support led by trained staff, as well as focused teaching in lessons, to ensure barriers are removed over time.	School to develop methods for formative and summative assessment across the curriculum. Teachers to ensure the curriculum for all subjects is planned in a sequential approach, with a clear intent for acquired knowledge and skills, so that misconceptions are overcome. All pupils to access spiral review in maths in order to support the development of automaticity in number skills and facts. Identified pupils to access sentence pattern building support resources in English lessons, designed to develop understanding of sentence level work. All pupils to access high-quality daily handwriting lessons using Morrells approach. Additional intervention support in place for identified pupils.	66% of disadvantaged pupils achieved GLD in EYFS (80% total). 83% of disadvantaged pupils passed PSC by the end of Year 2 (94% total). Year 6 Pupil Premium Outcomes: 38% of PP pupils achieved combined EXS at the end of KS2, 88% EXS in writing and 25% achieving GDS in reading (75% EXS+). Maths is the lower attaining area for PP Year 6 pupils this year, this will be the area of focus for the 2026/27 cohort.
The SEMH needs of identified pupils will be met, enabling pupils to flourish in school and make progress both socially and academically.	Continued development of whole school SEMH provision (PSHE, nurture forest school, well-being curriculum), including a specific focus on mental health as part of the PSHE curriculum. Training and deployment of TIS practitioners, ensuring a rigorous timetable of support is in place for identified pupils. Development of the 'Senior Mental Health Lead' role. Nurture forest school and lunch provision to take place for identified pupils. Whole-school well-being provision (linked to art and expression) to be put into place. Regular 'Boxall' assessments will take place for identified pupils to support staff in identifying areas of need.	- Identified pupils are demonstrating improved emotional literacy, resilience and self-regulation, enabling them to engage more successfully in learning and develop positive relationships with peers and adults. Pupils are using visuals and communicating when they need to access the schools' new sensory space. - Pupils talk confidently about how to look after their mental health in PSHE lessons and Collective Worship – pupil conferencing shows that pupils understand the need to look after their mental health and can name trusted adults they feel can help with this. - Targeted support through trained TIS practitioners has led to measurable improvements in pupils' emotional wellbeing, readiness to learn and classroom participation.

		- Identified pupils accessing nurture provision, Forest School and lunchtime support have articulated their enjoyment of this provision, identified pupils have experienced less incidents as a result of this provision. - Whole-school wellbeing initiatives, including opportunities for artistic expression, contribute to a positive school culture where pupils feel safe, valued and supported. - Behaviour incidents, emotional dysregulation and learning disruptions have reduced over time, allowing pupils to access the curriculum more successfully and achieve higher academic outcomes. <u>SEMH needs are continuing to increase at St Uny C of E Academy, this will remain an on-going priority.</u>
Families of disadvantaged pupils feel supported by the school and wider school community.	Regular communication and updates from the school for identified families. Information on provision for PP pupils made accessible to all. School to organise support sessions for identified families (including training led by the SENCO / Aspire café sessions). Links with the FOSUA to be strengthened to provide support and opportunities for families.	Recent parent survey results: 91% of responses would recommend the school to another parent. 97% of responses believe that communication with the school is effective. 97% of responses believe the school has high expectations for behaviour. 97% of responses believe their child is happy at school. Support sessions led by the SENDCO have been well-attended by parents of DIS / SEND pupils. FOSUA events have included 'pass it on' initiatives, enabling all pupils to attend FOSUA events, regardless of income / other barriers.
Attendance data indicates a reduction in PA amongst disadvantaged pupils, resulting in equitable learning time and curriculum access (including lateness to school).	School leaders to provide training for teachers to enable them to support parents with attendance regularly before interventions become formal. 'Broken weeks' project implemented, designed to support parents in understanding attendance patterns. On-going support from the EWO, including PNs and holiday request support. Regular communication via newsletter, social media and HoS letters regarding attendance.	Aspire attendance policy being followed and there has been considerable improvement in attendance over the last academic year. Persistent Absence has fallen (see attendance data below). The school has strong links with our EWO and we work in partnership with parents to improve attendance for pupils. Interventions are put in place where needed e.g. attending wrap around care, outdoor learning first thing in the morning and time spent helping younger pupils at lunch time. Cases are dealt with at a very individual level to ensure positive outcomes for all pupils. PP Vs. Non-PP attendance within 0.5% for school year. 3% gap for persistent absence between PP and non-PP pupils.

Attendance percentage

Pupil Premium	94.3%
Not Pupil Premium	94.8%
National	94.7%
Local Authority	94.6%

DfE penalty notice consideration threshold

- (10+ unauthorised absences in 10 rolling school weeks)
- 38 pupils previously met the threshold between 03/09/2025 and 23/07/2026

15-18 days missed

Pupil Premium	6
Not Pupil Premium	14

19+ days missed

Pupil Premium	7
Not Pupil Premium	17

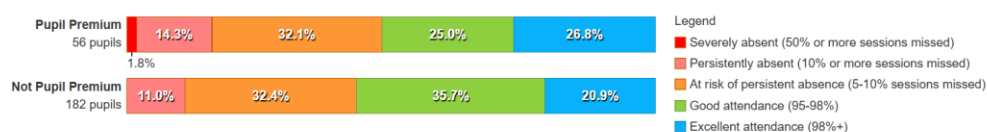
Absences

- 5.3% overall absence
 - 4.1% authorised
 - 1.3% unauthorised
- 12.2% persistent absence
- 4 pupils unauthorised absent for 10+ days

Absence Patterns

- 16 pupils have been repeatedly late or absent on the same day
- 118 pupils have been absent before or after a school holiday
- 5 pupils have recently worsened from previous good attendance
- 13 pupils have recently improved from previous poor attendance
- 12 pupils have been absent on their birthday

Attendance Ranges



Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Fresh Start	RWI
Grammarsaurus	Grammarsaurus
Trauma Informed Schools	Trauma Informed Schools
We Thinkers	Social Thinking
Talk (& Early) Boost	Speech & Language UK
WellComm	Renaissance GL Assessment
Number Sense	Number Sense

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	As above
What was the impact of that spending on service pupil premium eligible pupils?	As above.