

# Pupil premium strategy statement

This statement details Newquay Tretherras' use of pupil premium for the 2024 to 2025 academic year. This funding is 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	Newquay Tretherras
Number of pupils in school	1659 (1464 in Yr 7-11)
Proportion (%) of pupil premium eligible pupils	21% (in Yr 7-11)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 to 2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Gemma Harries Head of School
Pupil premium lead	Carley Barber Assistant Headteacher
Governor / Trustee lead	Shelley Sampson Parent and community Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£350,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£350,700

## Part A: Pupil premium strategy plan

### Statement of intent

Newquay Tretherras will ensure that students entitled to Pupil Premium funding achieve as well as others and that all children have the same opportunities and experiences. The NT one curriculum is an equitable one where all children have the same access to a well sequenced, ambitious, judicious and rich curriculum. We are determined that all students will succeed and thrive, no matter of starting points, backgrounds or challenges, and plan to use this funding to support students.

We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker and / or who struggle with mental health. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

NT's Pupil Premium strategy is a whole school one that is driven by a need for excellence and the highest possible standards in three key areas:

- Quality first teaching and excellent curriculum planning;
- Exceptional personal development and welfare support and advise;
- Promotion of behaviour, attendance and attitudes that enhance learning and enrich opportunity;

High-quality teaching and excellent use of formative assessment is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Strategic and precise distribution of this additional funding will aid our commitment to ensuring that the individual needs of each entitled child are met.

## Challenges

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

Challenge number	Detail of challenge									
1	<p><b><u>P8 / A8</u></b></p> <p>Progress and attainment of PP students especially in Ebacc. subjects is below the national average</p> <p>Many lower attaining disadvantaged pupils lack metacognitive / self regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers which hinders their progress. Many also struggle to work independently outside of school and often lack confidence in their preparation for their final GCSE examinations.</p>									
2	<p><b><u>Attendance and pathways</u></b></p> <p>The Absence rates are higher for PP students than for non-PP students. 2023/24 figures below show the picture for the last academic year:</p> <table border="1"> <thead> <tr> <th></th> <th>PP Absence</th> <th>Non-PP Absence</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>16.7%</td> <td>8.2%</td> </tr> <tr> <td>National</td> <td>13.3%</td> <td>6.5%</td> </tr> </tbody> </table> <p>PP students need full access to the curriculum with timely intervention in place.</p>		PP Absence	Non-PP Absence	School	16.7%	8.2%	National	13.3%	6.5%
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3	<p><b><u>Literacy</u></b></p> <p>Literacy and reading levels of those entering Year 7 are lower for PP students than for other students, there are more PP early readers than non-PP (18% compared to 13%).</p> <p>The vocabulary gap in all years is widened in our PP students. PP students often face barriers to early literacy development, including limited access to books and resources at home. Targeted phonics interventions can help narrow the literacy gap and improve reading outcomes for disadvantaged students.</p>									
4	<p><b><u>Boy PP progress</u></b></p> <p>Boy PP students in current Year 11 are making almost a whole grade less progress than their non-PP peers and is most prominent in our vocational subjects.</p>									
5	<p><b><u>SEND PP</u></b></p> <p>A high proportion of PP students with Special Educational Needs and those who have low prior attainment are less likely to take the full 8 qualifications, consistently affecting the attainment and progress gaps at Key Stage 4. Notably, PP students in current Year 10 and Year 11 are currently, on average, filling less P8 slots compared with Non-PP.</p>									

6	<p><b><u>Aspiration</u></b></p> <p>Some PP families exhibit low aspirations and lack of direction / goals. For our 2021 Key Stage 4 leavers, only 89% of PP students went on to a sustained education, employment or training destination compared to 95% of non-PP students.</p> <p>For current year 11, only 12% of PP students take the full suite of EBacc subjects, compared to 23% of non-PP students. In current year 10, both groups are at 30% take-up.</p>
7	<p><b><u>Well-being</u></b></p> <p>Since COVID there has been an increase in PP students needing support and intervention to support their mental health and well-being.</p>
8	<p><b><u>Enrichment</u></b></p> <p>Due to COVID PP students have not received the enrichment experiences normally provided by NT and previous primary school. PP students are less likely to attend and engage with afterschool enrichment activities.</p>

## 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
<p><b><u>P8 / A8</u></b></p> <p>PP students achieve highly</p>	<p>Through a quality first teaching approach, coupled with quality professional learning, resulting in consistently good teaching and an excellent curriculum, PP students' P8 outcomes will be improved.</p> <p>Through a rigorous Year 9 options process more PP students will choose an academically challenging curriculum, with the percentage of PP students taking the full EBACC qualification in line with their Non-PP peers.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• an average Attainment 8 score of 42</li> <li>• an EBacc average point score of 4.2</li> </ul>

<p><b><u>Attendance and pathways</u></b> PP students' attendance does not negatively affect their progress. Where needed, personalised interventions are in place.</p>	<p>By personalised packages and targeted interventions, the NT Attendance Strategy will ensure the gap in attendance and PA between PP and non-PP students will lessen. Students' pathways will ensure full access to the curriculum.</p> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the absence of disadvantaged pupils reducing to 4.7% (well below national rates)</li> <li>• the percentage of all pupils who are persistently absent being below 9% and the figure for disadvantaged pupils reducing to 10% (well below national rates)</li> </ul>
<p><b><u>Literacy</u></b> PP students can access their curriculum, due to reduced literacy barriers, as well as other students</p>	<p>Through the rigorous NT Literacy Strategy and phonics programme, PP students will be offered targeted and precise literacy programmes that will raise their reading levels and ensure access to the curriculum.</p>
<p><b><u>Boy PP progress</u></b> Boy PP students achieve highly</p>	<p>Effective assertive mentoring of PP boys and careful analysis of outcomes, coupled with quality first teaching and monitoring will results in PP boys' outcomes improving</p>
<p><b><u>SEND PP</u></b> SEND PP student pathways are ambitious, personalised and in the best interest of the individual student</p>	<p>Ensuring the curriculum for our SEND PP students is fit for purpose, allowing students to access the full curriculum where appropriate and ensuring the small handful who cannot access the full curriculum have rigorous plans in place to supplement their timetable.</p>
<p><b><u>Aspiration</u></b> PP students are ambitious for their goals and futures</p>	<p>The comprehensive career and ambitions curriculum for each year group will be used to raise the aspirations of our PP cohort will aid all PP students in having high and ambitious goals and targets.</p>
<p><b><u>Well-being</u></b> PP students feel safe and are well, able to meet the challenges of the modern world</p>	<p>Through dedicated mentoring, social-emotional learning programmes and mental health interventions, we aim to remove barriers to learning and equip our disadvantaged students with the resilience and confidence needed to thrive academically and personally.</p>
<p><b><u>Enrichment</u></b> PP students engage fully in school life</p>	<p>PP students will be provided targeted pastoral support, fostering a nurturing environment and ensuring equal access to enrichment opportunities. PP students are offered a wide and enriching programme of extra and additional opportunities to enhance their educational experiences.</p>

## 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: £211, 442

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy and Cognitive TA leads Phonics programme</p>	<p>Widely researched area – early literacy interventions improve outcomes. Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a></p>	<p>3 and 5</p>
<p>Staffed Study Support and an Assistant Headteacher accountable and leading on this inclusion</p>	<p>Giving PP students the space and resources to study will help with their revision strategies. Our PP students voice demonstrates that many of our students don't have the resources to revise effectively at home. EEF has released research on the impact of small group tuition led by specialists. The PLM will ensure that all students can access the curriculum. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 8</p>
<p>Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.</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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1</p>

<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time, including % of Deputy Headteacher's salary who is leading on this.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Ensure a targeted SPP in place led by a specialist English lead</p>	<p><a href="#">Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4, 5, 6

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

Budgeted cost: £23, 940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Independent Study Lead	Homework is proven to be an effective way of ensuring students progress and yet, for our PP students is one of the barriers, hence the need for a IS Lead here.	1
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 4, 5, 6
Internal hub – a provision for students who are finding it difficult to access main stream provision	EEF has released research on the impact of small group tuition led by specialists. The PLM will ensure that all students can access the curriculum. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1, 2, 8

	<a href="#">One to one tuition   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 136, 473

Activity	Evidence that supports this approach (see 'Further Information' for more detail here)	Challenge number(s) addressed
Attendance Team	It is widely known that students' attendance can have a direct impact on their progress. An Attendance team is needed to track and monitor the attendance of our PP students and ensure that targeted interventions are put in place where needed to support families accordingly.	2
Outdoor learning provision	EEF research demonstrates the importance of building resilience and confidence in PP learners and outdoor learning / enrichment / resourcing is a proven way to embed this.  There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: <a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a>  EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: <a href="#">Adolescent mental health: A systematic review on the effectiveness of schoolbased interventions   Early Intervention Foundation (eif.org.uk)</a>	8
Careers and ambitions visits and trips		5 and 6
Financial support and resourcing for uniform / ICT / learning resources / English PP bundles / sustenance / breakfast club		7
		7
Behaviour Support Lead with PP focus		1, 2, 7

**Total budgeted cost: £371, 855**



## 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 2023 to 2024 academic year.

#### 1. Teaching and Whole-School strategies:

“Almost all school will have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school.” (EEF COvid-19 Support, 2020)

Here, we've used funding for the following:

- Staff training in: meta-cognitive practice that ensures interleaving of knowledge and retrieval practice to catch-up and reiterate and recap knowledge; effective modelling and explicit instructions using visualisers; assessing for understanding through the use of mini whiteboards
- Curriculum training, access to Trust curriculums and experts and re-write of schemes to ensure all students progress
- Staff training in ensuring a Blended Curriculum and the resultant resources
- Additional costs in changing the structures of the school day
- Resourcing additional revision materials

All of this resulted in improved outcomes for PP students. Our PP students P8 score was  $-0.22$  in 2024, compared to  $-0.45$  nationally and  $-0.66$  in 2023 at Tretherras.

#### 2. Targeted Support:

“There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy...Tuition delivered by qualified teachers is likely to have the highest impact.”

(EEF Covid-19 Support, 2020)

Here, we've used funding for the following:

- Additional staffing for targeted PP tuition and intervention in Maths and English
- Examiners and markers to standardise, moderate and mark additional PPEs and assessments that are scheduled to check knowledge
- Additional staffing in the Learning Centre to support PP students or students with SEND
- Workshops for PP students most behind

#### 3. Wider Strategies:

“It will be essential that schools and families continue to work together as pupils return to school... There is a risk of high levels of absence after the summer, especially for disadvantaged students... In particular, lack of access to technology has been a barrier for many disadvantaged students” (EEF COvid-19 Support, 2020)

Here, we've used funding for the following:

- Time to Talk and Pastoral hub interventions and staffing to support PP students' mental health
- Personalised Learning Mentor for those PP students most behind
- Well-being packages; resources; home visits throughout lockdown

- Additional technologies for both teachers and PP students: laptops; dongles; software;

## 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.*

*See below for external programmes we use (not all were paid for):*

<b>Programme</b>	<b>Provider</b>
Educational platform	Bf Adventures
Educational platform	Orchard Project
Educational platform through surfing	Wave project
Educational platform	Savvy
Educational platform	Pendynas
Counselling / therapy / mental health	School nurse
Counselling / therapy / mental health	Young People Cornwall
Counselling / therapy / mental health	Penhaligon friends

## Further information

### All our strategy is thoroughly evidence based:

Our whole school PP strategy is evidenced based and looks at research supplied by the Educational Endowment Fund; The Chartered College; and the Sutton Trust, citing experts such as Professor Rob Coe; Dr Daisy Christadoulou; Dr Harris Cooper; Alex Quigley; Mary Myatt; John Tomsett; Tom Sherrington; Marc Rowland amongst others.

### External key findings:

- **Supporting great teaching** through CPD; curriculum planning; training on effective use of technology; and support to adjust to the changes this term
- Setting time aside to enable **teachers to assess** students' well-being and learning needs
- **Subject-specific assessment** to identify particular areas of learning need and progress
- **Standardised assessments in Numeracy and Literacy**
- Providing students with **regular, high quality feedback**, building on **accurate assessment**
- Targeted support and **one to one or small group tuition**
- **Tuition delivered by qualified teachers** is likely to have the highest impact
- For those who have fallen farthest behind, more **structured interventions** are needed •  
Extensive evidence showing the long-term, negative impact of beginning secondary school without secure **literacy skills** – programmes need to be timetabled and consistent
- Other interventions that focus on **behaviour; and students' social and emotional needs** or students with SEND may also be necessary
- **Effective intervention follows assessment**, which can be used to both target and monitor students' progress
- **Communication with parents** regularly is vital
- **Attendance programmes** and support will go a long way to ensure students' catch-up
- Students' **access to technology** and ensuring schools have appropriate facilities

### Internal key findings:

#### Main barriers faced by eligible students 2023 to 2024

1. Some struggle to attend regularly and of these some are persistently absent.
2. Some students struggle to manage their behaviour.
3. Some students need extensive pastoral support for a variety of reasons.
4. Some students struggle with the increased complexity of organisation with a secondary environment and increased demands for independent work.
5. Some students face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning.
6. Some students need additional adult support to help to enable them to fully achieve their potential both during the school day and after school with managing homework.
7. Some students need individual tuition and/or teaching in small groups to enable them to achieve.
8. Some students have little aspiration for the future and are in need of additional adult support and additional careers guidance so that they do not limit their own potential.
9. Some students have low levels of literacy and numeracy which impedes their learning and their confidence.
10. Some students lack access to the internet and the use of computers to support their studies.
11. Some students struggle to form relationships that are conducive to effective learning.
12. Some students need to experience a wealth of enrichment experiences in-order to widen their horizons and unlock future opportunities.
13. School uniform can cause significant challenges for some families, as can transport.
14. All pupils need the highest quality of teaching in every classroom.