

Pupil premium strategy statement

This statement details Newquay Tretherras' use of pupil premium for the 2025 to 2026 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 | 1623 (1418 in Yr 7-11) |
| Proportion (%) of pupil premium eligible pupils | 23% (in Yr 7-11) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025/26 to 2027/28 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | Gemma Harries Headteacher |
| Pupil premium lead | Thomas Downes Assistant Headteacher |
| Governor / Trustee lead | Stuart Radnedge Pupil Premium Trustee |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £356,535 |
| 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 | £356,535 |

Part A: Pupil premium strategy plan

Statement of intent

Newquay Tretherras is committed to ensuring that all disadvantaged pupils achieve highly and access the full breadth of opportunities available to their peers. Our ambition is for every student to thrive academically, socially and personally, supported by an equitable NT One Curriculum that is ambitious, well-sequenced and rich in knowledge.

Our three-year Pupil Premium strategy is built around three core priorities:

1. Quality First Teaching and Excellent Curriculum Planning

High-quality teaching is the most effective driver of improved outcomes. We prioritise strong subject pedagogy, expert use of assessment and carefully sequenced curriculum design to close attainment gaps and ensure disadvantaged pupils access the full curriculum.

2. Exceptional Personal Development, Welfare and Support

We recognise the diverse needs of disadvantaged pupils, including those with SEND, low literacy on entry or increased wellbeing challenges. Through targeted academic intervention, mentoring, pastoral support and literacy development, we remove barriers to learning and build confidence, resilience and independence.

3. Promotion of Behaviour, Attendance and Attitudes that Enhance Learning

Strong attendance, positive attitudes and high expectations underpin success. We provide targeted attendance support, behaviour guidance and structured routines to ensure pupils are ready to learn and able to engage fully in both curriculum and enrichment opportunities.

This is a whole-school commitment: every member of staff takes collective responsibility for disadvantaged pupils' progress and wellbeing. Through evidence-led, strategic use of pupil premium funding, we will ensure every student—regardless of background—has the opportunity, support and ambition to succeed at Newquay Tretherras and beyond.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Attendance, Engagement & Readiness to Learn</p> <p>PP students have higher absence and persistent absence rates than their peers. Reduced attendance affects curriculum access, stability and progress. Some pupils require targeted support to maintain routines, engagement and readiness for learning</p> |
| 2 | <p>Attainment, Progress & Curriculum Access</p> <p>Disadvantaged pupils, particularly in EBacc subjects, make lower progress than their peers. Many lack metacognitive strategies, independent study skills and confidence in preparing for examinations. PP boys and SEND PP pupils show particularly wide gaps, with SEND PP pupils often accessing fewer qualifications, reducing P8 outcomes</p> |
| 3 | <p>Literacy & Vocabulary Development</p> <p>PP pupils enter with lower literacy levels, and there is a higher proportion of early readers (23% vs. 13%). Vocabulary gaps persist across year groups, restricting full curriculum access. Limited access to reading materials and early literacy support can widen gaps over time.</p> |
| 4 | <p>Wellbeing, Behaviour & Social-Emotional Needs</p> <p>Since COVID, a growing number of PP students require mental health support, social-emotional interventions and structured pastoral provision. Some struggle to regulate behaviour, maintain organisation or navigate the demands of secondary school without targeted support.</p> |
| 5 | <p>Aspirations, Cultural Capital & Pathways</p> <p>Some PP families demonstrate lower aspirations, impacting pupil ambition and post-16 destinations. EBacc uptake among PP students remains significantly lower. PP students also have lower participation in enrichment activities, limiting access to cultural capital, confidence-building and wider opportunities</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>Attendance, Engagement & Readiness to Learn</p> <p>Disadvantaged pupils attend regularly, engage positively, and access the full curriculum without attendance-related barriers</p> | <ul style="list-style-type: none"> • Whole-school absence $\leq 4\%$ • PP absence $\leq 4.7\%$ • PP persistent absence reduces to 10% • Improved readiness to learn evidenced through engagement and participation |
| <p>Attainment, Progress & Curriculum Access</p> <p>Disadvantaged pupils make strong progress across the curriculum and achieve outcomes in line with their peers, with improved EBacc participation and confidence in independent learning. For example: Year 11 pupils access enhanced independent study opportunities through the introduction of <i>Champions Hour</i> (January 2026), providing a supervised, quiet study space with access to laptops and online academic resources three times weekly to strengthen revision habits and examination readiness</p> | <ul style="list-style-type: none"> • PP Attainment 8 reaches 42 • PP EBacc APS reaches 4.2 • Increased PP uptake of full EBacc suite • Improved P8 for PP boys and SEND PP pupil |
| <p>Literacy & Vocabulary Development</p> <p>Disadvantaged pupils develop the reading fluency, comprehension and vocabulary needed to access the full curriculum</p> | <ul style="list-style-type: none"> • Improved reading ages for PP pupils across KS3 • Reduction in PP early readers gap • Increased curriculum access through strengthened disciplinary literacy |
| <p>Wellbeing, Behaviour & Social-Emotional Needs</p> <p>Disadvantaged pupils feel safe, supported and emotionally secure, enabling positive behaviour and sustained engagement with learning</p> | <ul style="list-style-type: none"> • Reduced behaviour incidents for PP pupils • Improved student voice feedback on wellbeing and relationships • Increased participation in mentoring, pastoral and SEMH interventions |

| | |
|---|---|
| <p>Aspirations, Cultural Capital & Pathways</p> <p>Disadvantaged pupils demonstrate higher aspirations, engage widely in enrichment, and progress to ambitious and sustained post-16 destinations. For example: Selected high-attaining disadvantaged Year 7 pupils engage in the <i>Your Future Story</i> five-year leadership and aspiration programme, including early access to higher-education experiences, careers guidance, and sector-based enrichment such as the January 2026 visit to Spaceport Cornwall</p> | <ul style="list-style-type: none"> • Increased PP participation in enrichment activities • Greater parity in EBacc uptake between PP and non-PP students • Improved post-16 sustained destinations for PP pupils |
|---|---|

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.

1.Attendance, Engagement & Readiness to Learn

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Attendance Team | Strong attendance correlates strongly with progress. Responsive attendance support: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/attendance-interventions-rapid-evidence-assessment | 1 |
| Personalised attendance packages and tracking | Targeted responses to individual causes of absence improve engagement (EEF Attendance Assessment, March 2022). | 1 |
| Behaviour Support Lead with PP focus | Behaviour interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions | 1,4 |
| Uniform/ICT/ learning resources/P P bundles | Removing material barriers supports attendance and readiness: https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil Premium Guide Apr 2022 1.0.pdf | 1 |

2. Attainment, Progress and Curriculum Access

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Staffed Study Support and AHT leadership of inclusion | EEF research on the impact of small-group tuition delivered by specialists: One-to-one tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small-group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 2 |
| Purchase of standardised diagnostic assessments | Standardised tests provide reliable insights into strengths/weaknesses to target intervention: https://educationendowmentfoundation.org.uk/education-evidence/guide-to-supporting-schools/assessment | 2 |
| Developing metacognitive and self-regulation skills in all pupils | EEF evidence shows metacognition is highly cost-effective: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation | 2 |
| Independent Study Lead | Homework has strong evidence for supporting progress: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework | 2 |
| Internal Hub provision | Effective for small-group tuition and targeted intervention: One-to-one tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small-group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | |

Literacy and Vocabulary Development

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------|--|-------------------------------|
| Whole-school literacy strategy | Vocabulary and reading gaps strongly linked to long-term attainment: https://www.oup.com.cn/test/wp-content/uploads/2019/07/word-gap.pdf | 2,3 |

| | | |
|---|---|-----|
| Literacy and Cognitive TA Leads | 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: <i>Improving Literacy in Secondary Schools</i> Reading comprehension, vocabulary and literacy are heavily linked with attainment in maths and English: https://www.oup.com.cn/test/wp-content/uploads/2019/07/word-gap.pdf | 2,3 |
| Phonics programme and targeted Literacy interventions | Choosing a phonics teaching programme – GOV.UK: https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme EEF Phonics: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 3 |
| Reciprocal reading and comprehension interventions | Reading comprehension strategies: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | 2,3 |
| Library interventions (free books/resources for PP) | Increasing access to texts improves reading engagement and outcomes. | 3 |

Well-being, behaviour & Social-Emotional Needs

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Pastoral mentoring, PSM support, and SEMH interventions | CBT and social-emotional learning programmes support wellbeing and reduce anxiety: https://youthendowmentfund.org.uk/guidance/cognitive-behavioural-therapy/ EIF adolescent mental health review: https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review | 4 |
| Outdoor learning and resilience-building enrichment | Evidence shows outdoor learning supports confidence and wellbeing | 4 |
| Internal Hub for SEMH and behaviour needs | Behaviour interventions improve academic and social outcomes: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions | 4 |

Aspirations, Cultural Capital & Pathways

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Careers and ambitions curriculum (visits, trips, guidance) | EEF states cultural capital & experiences improve engagement, aspiration, and understanding of pathways. | 5 |
| Targeted mentoring for aspiration and future planning | Mentoring: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring | 5 |
| Subsidised/full y funded enrichment opportunities | Funding access widens participation for disadvantaged pupils: https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf | 5 |
| Financial support for educational visits and experiences | Ensures equity of access to cultural and curriculum-enhancing opportunities. | 5 |

Total budgeted cost: £356,535

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 2024 to 2025 academic year.

Attainment, Progress & Curriculum Access

Across 2024–25, NT prioritised high-quality teaching, curriculum refinement, and precise assessment to strengthen outcomes for disadvantaged pupils. Staff training centred on metacognitive practice, retrieval and interleaving, modelling, explicit instruction, mini-whiteboards, and high-quality blended curriculum resources. These approaches improved consistency of teaching and strengthened curriculum access for all pupils.

Impact:

- PP A8 was 39.8, significantly better than the national PP figure of 34.9
- Additional staffing, targeted English and maths tuition, and structured interventions ensured more effective identification and support of gaps in learning.
- Moderation and examiner-led marking of additional assessments improved diagnostic clarity and allowed targeted intervention.
- Grade 5+ in English and Maths (Basics) for PP was 38%, significantly above national PP figure of 26%

These actions collectively strengthened knowledge retention and supported improved examination readiness for disadvantaged learners

Literacy & Vocabulary Development

A continued focus on literacy, reading and vocabulary development supported disadvantaged learners across 2024–25.

Impact:

- Targeted literacy interventions, including Reading Recovery, phonics support, and structured reading provision through the Learning Centre, enabled improved access to the curriculum for lower-attaining PP students.
- Additional PPEs, standardised assessments and closely monitored reading data informed precise intervention.
- Improved literacy provision has contributed to stronger engagement in lessons and greater curriculum access
- For the academic year 2024-25, 40 students in total were put on the Fresh Start phonics programme. By Summer 2, 37 students had successfully completed and moved onto paired reading, demonstrating improved fluency, accuracy and confidence in their reading.

Wellbeing, Behaviour & Social-Emotional Needs

A significant proportion of Pupil Premium funding supported wellbeing, pastoral care and structured SEMH intervention.

Impact:

- Time to Talk and Pastoral staffing provided targeted mental health and emotional regulation support.

- Personalised Learning Mentors supported students experiencing the most significant barriers to learning.
- Wellbeing packages, home visits and enhanced support during lockdown and transition periods contributed to greater pupil stability and readiness for learning.
- Additional staffing in the Learning Centre supported PP and SEND pupils who required structured, small-group or alternative provision.

These actions helped mitigate social-emotional barriers and supported improved engagement.

Aspirations, Cultural Capital & Pathways

NT continued to broaden opportunities for disadvantaged pupils. Reserving and supporting enrichment and Work Experience placements

Impact:

- Technology access was widened through the provision of laptops, dongles and software during and after remote-learning periods.
- Enrichment, targeted workshops and curriculum-based experiences supported the raising of aspirations for PP students.
- Careers education and targeted mentoring contributed to improved guidance for post-16 planning, although sustained destinations for PP pupils remain a key long-term priority.
- Enrichment provision and support to access

These measures helped ensure greater equity of access to enrichment, though participation gaps remain a strategic focus.

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):

| Programme | Provider |
|---------------------------------------|-----------------------|
| 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 Pupil Premium strategy is fully evidence-based and informed by national research and internal analysis. We draw on guidance from the Education Endowment Foundation (EEF), Sutton Trust, Chartered College of Teaching, and leading educational experts including Professor Rob Coe, Dr Daisy Christodoulou, Dr Harris Cooper, Alex Quigley, Mary Myatt, John Tomsett, Tom Sherrington and Marc Rowland.

External Evidence Base

Key findings shaping our strategy include:

- High-quality teaching, effective CPD, strong curriculum planning and well-used technology have the greatest impact on closing attainment gaps.
- Regular assessment, including standardised literacy and numeracy assessments, is essential for identifying gaps, targeting interventions and monitoring progress.
- High-quality feedback, based on accurate assessment, significantly improves learning.
- Structured literacy programmes are vital, as the long-term impact of weak reading at secondary transition is substantial.
- One-to-one and small-group tuition, particularly delivered by qualified teachers, has strong evidence of effectiveness.
- Behaviour, attendance and social-emotional support play a key role in enabling disadvantaged pupils to thrive.
- Regular communication with parents supports academic progress, attendance and engagement.
- Ensuring pupil access to technology and appropriate learning facilities reduces disadvantage, especially in blended learning contexts.

Internal Evidence Base

Our internal review identified the following key barriers affecting disadvantaged pupils:

- Irregular attendance and persistent absence.
- Difficulties with behaviour regulation and readiness to learn.
- Need for substantial pastoral support due to a range of personal and social challenges.
- Difficulties with organisation and increased expectations for independent work at secondary level.
- Social, emotional and mental health needs that limit learning.
- Need for additional adult support during the school day and with homework.
- Need for one-to-one or small-group tuition to secure progress.
- Lower aspirations and the need for enhanced careers guidance.
- Low literacy and numeracy levels affecting access to the curriculum.
- Limited access to technology, internet and study resources.
- Challenges in forming learning-focused relationships.
- Limited enrichment experiences and reduced access to cultural opportunities.
- Practical barriers such as uniform and transport costs.
- The need for consistently high-quality teaching in every classroom.

Our strategy integrates these findings to ensure every disadvantaged pupil receives high-quality teaching, targeted academic support and strong pastoral and enrichment opportunities, enabling them to achieve highly and flourish as members of the NT community.