

Pupil premium strategy statement – Saltash Community 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	1138
Proportion (%) of pupil premium eligible pupils	31.02%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Sara Del Gaudio Headteacher
Pupil premium lead	James Perry Deputy Headteacher
Governor / Trustee lead	Rv. Tim Parkman Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£367,925
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£24,538
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>	£392,463

Part A: Pupil premium strategy plan

Statement of intent

Educational disadvantage affects more than just students who qualify for Pupil Premium funding. Factors include: economic circumstances, family life, social care involvement, living conditions, location, local community, cultural knowledge, parental engagement, health, wellbeing, literacy, aspiration, social belonging, a students' mindset, armed forces involvement and SEND.

Tackling the educational disadvantage and removing the barriers that stem from the factors listed above is the fundamental duty of our school. Our vision is to act as a community centre, champion, and hub for social mobility opportunities.

We ensure that all members of our staff – teaching, pastoral, support, and admin, understand the challenges many of our students face and the impact this has on their education and life chances. We are collectively responsible for tackling educational disadvantage through overarching strategies, but also through the day-to-day communication and interactions we all have with our students, which directly impacts their lived experience.

High aspiration begins with high expectations. For our students to overcome educational disadvantage, they must first know what it means to be truly successful within society. As a school, we model the high expectations needed to become “confident leaders” with “broad horizons.” We have created a clear behaviour policy which outlines our high expectations, and which celebrates students who meet them. We use learning routines to ensure consistency across the school to allow students to understand these expectations and hold all students and staff accountable to these routines and expectations.

Attendance is a fundamental prerequisite for addressing educational disadvantage; a belief robustly backed up by evidence. We have worked hard to support pupils' high attendance, not only by reacting to poor attendance and promoting good attendance, but through proactively engaging with families to identify and intervene early, before barriers to attendance arise.

Research suggests that consistently high-quality teaching has the greatest impact on students' education, ensuring they experience and master the curriculum, giving them the knowledge, understanding and skills they need for their future. We have therefore included a commitment to high quality teaching through effective professional development as a key strategy. Our use of CPD, coaching, weekly training updates, engagement in the Embedded Formative Assessment programme, and thorough and regular quality assurance has already driven up teaching standards significantly and will continue to do so.

Research is also clear that literacy is a fundamental skill, not only linked to students' educational outcomes, but their overall health and wellbeing, because students' ability to read, write and speak affects their place within society. We have committed to not only addressing low literacy levels through assessment and targeted intervention but further develop and enrich students' literacy throughout their secondary education. Through programmes such as our tutor reading, tutor comprehension, deliberate teaching of vocabulary and peer reading mentor programme, we aim to educate students to confidently master the English language, allowing them to fully access their curriculum.

We also recognise the importance of strong numeracy skills to support students in their learning. We are committed to addressing low numeracy skills through targeted intervention, which we are developing this year.

To support our ambition, we have carefully analysed a wide range of data from the school and subsequently identified 10 challenges we feel are the most important to address to ensure educational disadvantaged is effectively addressed. Many of these challenges are not simple to overcome but we remain steadfast in our commitment to relentlessly tackle these 10 areas of educational disadvantage over the next three years to ensure every young person in our care has the best chance of success in their lives.

Challenges

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

Challenge number	Detail of challenge
1	<p>Core Subject Attainment</p> <p>Data suggests disadvantaged students make significantly lower progress in core subjects than non-disadvantaged students. This is most significant in Maths.</p>
2	<p>Literacy levels</p> <p>Termly standardised reading assessment shows that disadvantaged students' reading ability, vocabulary knowledge and comprehension is significantly weaker than non-disadvantaged students. This is most significant in Year 7 and Year 8.</p>
3	<p>Behaviour</p> <p>A disproportionate number of disadvantaged students receive fixed term suspensions, being particularly pronounced in Year 7 and Year 9. More disadvantaged students are removed from lessons for poor behaviour, including a lack of concentration in Year 7 and Year 9.</p>
4	<p>Homework completion</p> <p>A disproportionate number of disadvantaged students do not complete their homework in Year 7 and Year 8 compared to non-disadvantaged. Parental support for homework is also polarised, with many parents fundamentally disagreeing with homework and not supporting its use.</p>
5	<p>Attendance</p> <p>Weekly attendance monitoring and reporting shows that disadvantaged students attend school less often than non-disadvantaged students. This is most significant in Year 10 and Year 11.</p>
6	<p>Engagement in extracurricular activities</p> <p>Attendance tracking shows that disadvantaged students do not attend extracurricular activities as often as non-disadvantaged students.</p>
7	<p>Service children</p> <p>SPP children have good attendance and behaviour with mental health incidents in-line with others. However, we recognise that we have a significant number of service children who may be adversely affected during times of deployment.</p>
8	<p>Mental health and wellbeing</p> <p>Disadvantaged students experience more mental health-related incidents than non-disadvantaged students, with 40.56% experiencing at least one mental health-related incident, compared to 25.5% of non-disadvantaged students.</p>
9	<p>Student aspirations</p> <p>Disadvantaged students are less likely to aspire to higher education than non-disadvantaged students.</p>
10	<p>Communication</p> <p>Conversations with the community suggests that, for many years, the school has been considered inaccessible by the community, stemming from factors such as Covid lockdowns. Consequently, recent changes have met resistance from some groups within the community, including families of disadvantaged students, due to a lack of understanding. This lack of understanding is a result communication channels with these groups not being strong enough.</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
Above national average progress and attainment	2024/25 KS4 outcomes: gap between disadvantaged and non-disadvantaged students reduced 2025/26- KS4 outcomes: gap between disadvantaged and non-disadvantaged students further reduced 2026/27 KS4 outcomes: disadvantaged students make progress in line or above national average
Disadvantaged student progress in Maths in line with non-disadvantaged students	2024/25 KS4 Maths outcomes: disadvantaged students make similar progress to non-disadvantaged students (within 0.5) 2025/26 KS4 Maths outcomes: disadvantaged students to make progress in line with non-disadvantaged students (within 0.1) 2025/26 KS4 Maths outcomes: disadvantaged students make progress in line or above national average
Improved literacy levels	2024/25 – a significant reduction in the number of students in Fresh Start in Year 8. Increased use of 'tier 3' vocabulary in lessons and student books and voice 2025/26 - 2026/27 – students entering the school with low levels of attainment complete Fresh Start and successfully engage in lessons, with reading ages in line with biological age.
High levels of engagement in lessons	2024/25 – lesson observations show consistent use of 'Silent Attention' and a reduction in disadvantaged resets in Year 7 and 9. A significant increase in rewards. 2025/26 – fewer fixed term suspensions and resets of disadvantaged students, in line with non-disadvantaged 2026/27 – effective and consistent use of oracy with all lessons
High levels homework completion	Disadvantaged students completing their homework is in line with non-disadvantaged students.
High levels of attendance	Disadvantaged students' attendance to be at least 95%.
Greater engagement in valuable extracurricular activities	Disadvantaged students' engaged in at least one extra curricular activity.
Improved mental health and wellbeing	2024-27- qualitative data from student voice, student surveys, parent surveys suggest mental health is flagged and addressed. All disadvantaged students actively engaged in proactive mental health support.

Greater engagement from the community, including primary schools.	2024/25 – qualitative data from parent questionnaires, increased interactions with feeder primary schools. School to develop closer working relationships to extend transition to Year 5 and work jointly on tackling emerging disadvantaged themes.
A greater percentage of disadvantaged students will aspire for higher education.	2024-27 – a growing percentage of students will aspire for Level 3 qualifications, higher-level and degree-level apprenticeships and university degrees

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)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide training to ensure all teaching, pastoral and support staff fully understand the impact of educational disadvantage and the role they can play in tackling this.	Evidence from the EEF suggests that beliefs, assumptions, and practices of staff should be carefully aligned with the pupil premium strategy to ensure every interaction and every decision is made with the interests of disadvantaged students at their heart.	1,2,3,4,5,6,7,8
Improve the implementation of assessment through staff engaging in the Embedded Formative Assessment programme.	This programme is endorsed by SSAT, the EEF and Dylan Wiliam. It has been shown to make +2 months' progress for students, with +1 month's progress for free school meal students. It is rated as 'secure' by the EEF. The coaching associated with this ensures feedback is provided, a key professional development mechanism.	1, 2
Improve the subject-specific teaching in Maths through teachers undertaking the High Impact Maths programme.	This is an evidence informed CPD programme delivered by Ambition Institute. It draws on evidence from its NPQ programmes, based on the DfE NPQ framework. The use of high-quality explanation and modelling has been widely shown to improve student understanding and outcomes.	1
Increase 'ratio' (the amount of deliberate practise students complete) in Year 11 Maths. This will continue to use adaptive technology to support	Sparx Maths use in conjunction with high-quality instruction and checking for understanding. Ratio has been highlighted as a key strategy for improving outcomes, along with instant feedback which Sparx Maths provides. Evidence for this approach comes from Teach Like a Champion 3.0-2021, Embedded Formative Assessment- 2018,	1

maths practice to build fluency and confidence in Maths lessons.	Chartered College of Teaching and a wide range of publicly available evidence.	
New lesson structure, developed within Maths lessons now rolled out across all subjects to increase ratio and provide greater opportunities for extended writing.	The trial lesson structure in Maths showed a significant increase in the quality and quantity of work produced. This has now been rolled out across all departments to ensure students are given significant opportunities to practise and apply their learning through consolidation activities.	1,2
Develop students understanding of key operation, process, content explanations, as well as behaviour routines. Coaching and developmental drop ins to provide regular feedback to staff in addition to the use of learning routines. The use StepLab to ensure coaching is high-impact.	The EEF identifies 'consistency' as one of its core recommendations due to the impact it has on behaviour. As outlined above, disadvantaged students are disproportionately represented in negative behaviour data. Embedding the use of learning routines across the school ensures there is a consistent set of high expectations, clear to all. The use of drop ins, DDIs and coaching ensures consistency across the school.	1,3
The SLT engaging in the Teach First 'Leading Together' programme to help ensure it develops capacity as a team and as individual leaders in their respective remits.	Evidence-informed programme to develop a senior leadership team and build capacity in all areas of school leadership. https://www.teachfirst.org.uk/leading-together The EEF suggests that strong leadership that is widely distributed builds expertise, resilience and capacity.	1,2,3,4,5,6,7, 8
Using Sparx English and Maths online platforms to set, assess and monitor homework.	Online homework platform designed to consolidate and recap prior knowledge. Evidence shows it can significantly improve attainment. https://sparxmaths.com/pdf/Homework-length-trials-2018.pdf	1, 2, 4
Ensuring students develop their MFL vocabulary knowledge to support their learning in MFL lesson by using The Language Gym for homework	Online vocabulary practise platform to support students' knowledge of key vocabulary they are unlikely to experience anywhere else.	3
The use of Renaissance Star Reader testing to ensure monitoring of reading ability of all students to identify students who may require additional reading support.	A significant body of research evidence identifies a clear link between reading ability and student progress. Identifying students in need of additional support ensures reading ability can be swiftly improved. Star Reader is a reading age assessment tool. Star Reader has been judged by the EEF to be reliable. https://educationendowmentfoundation.org.uk/measures-database/renaissance-star-reading	2
Dedicated 25 minutes four mornings per week	Strong evidence suggests that experiencing rich, diverse texts with a range of new vocabulary	1,2

for tutor time reading, Literacy Engine and peer reading	improves students' literacy. Comprehension, vocabulary and reading fluency is strongly correlated to KS4 outcomes. Tutor reading and comprehension develops students' literacy skills, allowing them to access their lessons confidently.	
Enhanced Reset behaviour support system	Our Reset room is being developed to provide not only sanctions but diagnostic assessment and provision of additional support, with dedicate members of staff allocated to support students.	2,3

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

Budgeted cost: £38,687

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students identified as requiring additional reading support assessed for Fresh Start Literacy programme.	A systematic synthetic phonics programme designed as a follow-on from Read, Write, Inc, a DfE-validated SSP. The EEF has suggested this programme can have an impact of +3 months, on moderate evidence strength. Evidence also suggests that students with low literacy levels face significant challenges in lessons. Fresh Start addresses low literacy levels and supports students to make rapid progress, ensuring they catch up quickly.	2
Students identified as requiring additional numeracy support assessed for numeracy intervention.	A structured numeracy intervention programme designed to help students who did not reach numeracy age-related expectations in KS2. Initial evidence from visits to both primary and secondary schools show that additional, targeted support with trained members of staff can raise attainment in maths.	1
Bespoke – a provision staffed by a qualified teacher and LSA	Evidence suggests targeted nurture groups can have a positive impact on students in many ways. Our Bespoke nurture group meets the needs of some of our students with challenging social, emotional and behavioural needs, in addition to some with significant barriers to attendance. Students attend this provision, where the qualified teacher and LSA support students with their learning, in addition to supporting students to attend an increasing number of lessons from the time they are allocated to Bespoke.	1,2,3,4
Homework Club	There is evidence from the EEF to suggest that homework can potentially support students to make +5 month's progress. Providing the resources and support for homework completion removes the barriers some disadvantaged students face.	4

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

Budgeted cost: £ 325,653

Activity	Evidence that supports this approach	Challenge number(s) addressed
Services and Young Carers Champion who will work with the local family liaison officers from the Royal Navy and the Military Kids Club Heroes charity to foster relationships with the local bases and ensure service children feel the tangible benefit of such relationships.	Services children face unique challenges, especially when one of their parents is deployed. Supporting their mental health at all times but especially during deployment is essential. To ensure this happens, strong forces support network needs to be built. Young carers also face unique challenges that often cause mental health and wellbeing concerns. Supporting these children with a dedicated Champion can ensure they have access to the support they need.	7
Breakfast Club	Breakfast is provided for any student who attends the Club, regardless of whether they are classed as disadvantaged or not. Evidence shows this Club is popular for many students. The DfE states that breakfast clubs remove barriers to opportunity by helping children learn, making sure no child starts school hungry, and helping families with the cost of childcare around the school day.	4, 5
Pupil Premium Champion	Our PP champion works closely with our PP families to break down barriers and encourage them to engage with us. Evidence clearly shows the positive impact our PP champion is having with families, with many families only engaging with our PP champion who can reach them.	3,4,8
Proactive attendance process	Attendance data shows a positive correlation between regular, proactive attendance calls and attendance rates. There is strong evidence that high rates of attendance results in improved educational outcomes. Tutors have been 'freed' once per fortnight to make proactive attendance calls. The pastoral structure has been changed to ensure three members of the team are focussed on attendance strategies. This includes an additional pastoral support assistant.	5
Reset support staff (2)	Internal evidence has shown that support by staff can help regulate students who are displaying negative behaviour. We have invested PP money into additional Pastoral Support Assistants to support students, helping them return to their learning.	3,8
Duke of Edinburgh	DofE provides opportunities for students develop new skills, have new and unique opportunities and build their self confidence, leadership skills and broaden their horizons.	5,6,8

Hardship and trip support	Some students are unable to attend non-compulsory trips. As a school, we believe we have a role to play in supporting students and their families with these trips. We therefore use some of the PP funding to support these trips for certain students where required.	8
Raising aspirations programme through raising the profile of FE/HE, subject specialisms, careers advice and the PD programme.	The EEF does not yet have robust evidence to assess the extent of aspiration intervention in terms of months of progress. However, the EEF suggests that aspiration approaches, when combined with academic components can improve aspirations. It is noted that the EEF stresses that aspirations amongst disadvantaged students are diverse, so assumptions should not be made. We will ensure aspirations are tracked and patterns identified.	9
Strengthening and improving the transition from primary to secondary through fostering stronger links with feeder primaries. This includes aligning aspects of the school experience and proactively working with disadvantaged students, working closely with staff in each school.	The EEF suggests that proactively addressing the three main challenges that exist during transition from primary to secondary can support effective transition. These are: adapting to academic challenges and curriculum discontinuity, familiarising with formal school systems, expectations and routines, developing healthy peer networks and dealing with issues around bullying. The EEF recommends good communication with primaries to help foster curriculum continuity, intelligent use of diagnostic assessment and specific planning to address pastoral needs and academic support.	2, 3, 4, 8, 10
Improving the opt-in for extracurricular opportunities to help broaden students' horizons and develop them as leaders. This is also to develop students' sense of belonging.	We plan to embed extracurricular opportunities into curriculum time next year through the use of Wednesday P5 lessons for specific extracurricular activities. We are trialling the process this year by creating six 'drop-down' extra curricular sessions (one per half term). Students opt into a specific activity as wide-ranging as golf to dissection and swimming to chess.	6
Board Game Friday and Thursday Choir	Students play board games on a Friday to support their oracy and communication confidence. Tutors play with their classes, modelling positive social skills, developing key skills as well as improving students' sense of belonging. Student can opt to attend the school choir practice on Thursdays instead of reading to promote wellbeing, oracy and communication.	3,6,8,10
Military Roots Programme	The project is designed to improve confidence, connection, aspirations and self-belief in secondary school students in Cornwall who have a parent(s) currently serving in HM Armed Forces. The project will build knowledge, awareness and confidence for professionals who are supporting service pupils in their schools.	7

Total budgeted cost: £ 389,340

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our Pupil Premium statement for 2024-25 was the first year of our three-year strategy, ending in the academic year 2026-27.

Initial, unverified KS4 student outcomes data suggests that disadvantaged students' outcomes continue to improve with the Attainment 8 gap in 2024/25 being smaller than the national figure. (11.19% compared to 15.4%). This is also true for the achievement of Maths and English at grade 5+. (20.4% compared to 27.2%)

Internal summative and formative assessment shows that students' literacy levels and academic progress was lower than non-disadvantaged students.

Internal observation data suggests that disadvantaged students represented a disproportionate number of suspensions and poor behaviour. Disadvantaged students also attended less well than their non-disadvantaged students.

Analysis of mental health and wellbeing showed that the percentage of mental health and wellbeing incidents, recorded for disadvantaged students decreased in the 2024-25 year from 41% to 37%. This figure is in-line with the disadvantaged student figure in the school.

Saltash Community School recognises the importance of tackling educational disadvantage in all its forms. Tackling education disadvantage barriers remains one of the school's key development priorities, supported by the new Pupil Premium statement.

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
Embedded Formative Assessment	SSAT
High Impact Maths	Ambition Institute
Sparks English and Maths homework	Sparks
Leading Together	Teach First
The Language Gym homework platform	The Language Gym
Star Reader Testing	Renaissance
Fresh Start Literacy intervention	Ruth Miskin
Military Roots Programme	Cornwall Council Education Business Partnership and Active Plus CIC

Reading and baseline assessments	GL Assessments
Brilliant Club	The Brilliant Club

Service pupil premium funding (optional)

<p><i>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</i></p>
<p>Owing to our location, our school has a significant number of service children. Analysis of internal data suggests that our service children’s attendance, behaviour, wellbeing and literacy is in line with other students. However, we are acutely aware our service children still face challenges which may not manifest in more obvious ways. Our SPP funding is used to partially fund an additional Pastoral Support Assistant who are available to provide our service children with support for their mental health and wellbeing when needed.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>Evidence from last year again shows that service children’s attendance, behaviour, wellbeing and literacy were all in line with non-service children. Additionally, mental health and wellbeing incidents were not disproportionately represented by service children.</p>