Curnow School Pupil premium strategy statement 2025-2028

This statement details our school's use of pupil premium (for the 2025 to 2028 academic years) 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	Curnow School
Number of pupils in school	115
Proportion (%) of pupil premium eligible pupils	46% (53 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028 Reviewed 09/26
Date this statement was published	01/10/2025
Date on which it will be reviewed	Termly. Final Review September 2028
Statement authorised by	Rob Armstrong
Pupil premium lead	Rob Armstrong
Governor / Trustee lead	Wendy Randall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43730
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Covid Catch-Up funding carried forward from previous year	£0.00
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	£43730

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. Research conducted by EEF and the Inclusion agenda have been used to support decisions around the usefulness of different strategies and their value for money.

When identifying the impact of vulnerability for our learners we cannot rely on attainment/progress data alone and due to the special educational needs of our pupils we have no national benchmarks to compare their learning progress to. In addition, due to the individualised and bespoke offer for our pupils the analysis of overall progress data over many years does not show a difference in the progress being made by pupils; our pupils in receipt of pupil premium tend to do as well or better academically than those who are not in receipt of pupil premium. Therefore, we need to audit disadvantage for all of our pupils across different aspects in order to identify areas to support/improve.

We are committed to ensuring that all pupils/students achieve as much as they can. Through a thorough needs analysis and our personalised offer we identify the rationale behind the spending of this allocation, in summary we ensure:

The Pupil Premium and recovery funding will be used to both enrich the curriculum for all learners at Curnow School as well as providing alternative targeted support for those disadvantaged pupils/students who require additional levels of intervention. We ensure teaching and learning opportunities meet the needs of all pupils. We also place a great deal of focus into making sure the wellbeing needs of all pupils is prioritised to ensure learners are able to engage and participate in their education.

This funding means we can:

- Put in place targeted interventions that support and develop our learner's behaviour, academic, therapeutic, sensory needs, mental health, physical activity and wider wellbeing needs as identified at pupil progress and multi-agency meetings and via our vulnerability and transition audit.
- Remove barriers that might prevent children and young people from fully participating in all areas of school life.

- Support and develop our teacher and wider staff teams to have the specialised knowledge and expertise they require to best support their pupils needs especially those who have identified barriers to learning.
- To improve support and access for families though Family Support Worker intervention; this will also include supporting families to have the very best attendance as well providing the skills and resources to families to support their child at home and for those who are unable to attend school for a period of time.
- To increase and improve the quality of parental engagement and ensure we are offering a consistently high quality learning offer, including access within their community and strong links between learning in school and at home.

The pupil premium strategy will regularly review the impact of the chosen strategies, refining the implementation if the strategies are not having the desired effect and continually assessing value for money.

The role of the Local Governing Body

A PP Governor is identified to work alongside the Head teacher to monitor the progress of PP learners, this includes monitoring visits to share PP allocation and intended expenditure, scrutiny of the impact of expenditure and opportunities to see the PP offer in action with pupils.

The LGB meetings will include Pupil Premium on its agenda and via the Headteacher Report information is shared on the impact of previous PP funding and the allocation and planned distribution of future funding. In addition, the PP Governor will also feedback on the findings from their monitoring visits. All documentation from this meeting will be published on the school's website.

Challenges

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

We have designed and further developed a bespoke pupil vulnerability and transition audit, which has developed from the previous strategy to provide more detailed information to identify the current challenges faced; as well as ensuring key information is shared as part of an informed transition. This becomes a more useful and informative document which helps to create a 'full' picture of every pupil. The following is an example of a pupil transition and vulnerability audit:

Transition and vulnerability audit			
Name:	DOB:	Date of audit:	
Pathway			
Wellbeing plan?	Y/N – Reasons:		
Sensory plan?	Y/N – Reasons:		
SIT involvement?	Y/N – Reasons:		
Risk assessments?	Y/N – If yes please specify:		
LAC	Y/N		
PLAC	Y/N		
CIN or EHP	Y/N		
Pupil Premium	Y/N		
Targeted Pupil Premium funding			
Curriculum – Any key areas of focus/support			
SEND and Barriers to Learning	Barrier to learning	Support/strategies	
Disadvantaged areas	Are they disadvantaged and if so how	How does this impact on them	What do we do – support
1. Home factors 2. Vulnerability (including looked after children and young carers) • Children who have a family member in prison • Children assisted by the Youth Offending Service (YOS) • Young carers			

• Any other child who does not fall into any of the above categories but that the school deems to be vulnerable. This could be, for example, pupils who are experiencing family breakdown or bereavement 3. EAL/Cultural 4. Mental health and wellbeing			
Parental engagement			
Community participation			
Additional notes:			

High	Medium	Low

Challenge number	Detail of challenge
1	Our assessments, observations and discussions demonstrate that pupil engagement continues to be affected by wellbeing and behaviour, this in turn impacts on pupil progress and engagement. There is a need for therapeutic intervention, social and emotional support and continued upskilling of staff to support pupils in meeting their wellbeing needs and ensuring they are ready to learn. Communication and behaviour are so closely linked, with pupils communicating through their behviour at times we recognise that to support behaviour we also need to ensure all pupils are being supported to 'have a voice' and the communication offer and pledge is at the forefront of this. Any barriers are removed so that they can fully participate in all areas of school life. We also recognise the importance of physical activity and the benefits this can have on wellbeing, whilst ensuring that the physical activity meets the needs of all learners
2	Our assessments, observations and discussions demonstrate that for some pupils parental engagement remains low as well as either the ability or opportunities to support learning at home. We recognise the additional strain on our families when supporting a child with significant needs; therefore we need to consider the best way in which we can support, inform and improve parent involvement, positively impacting on pupils.
3	Our assessments, observations and discussions demonstrate that for some pupils poor attendance has a direct impact on the progress they are making within both EHCP outcomes and academic subjects, absence for pupils in receipt of pupil premium is marginally lower than pupils not in receipt of pupil premium. A significant level of absence is related to health conditions, medical appointments, hospital stays etc. We need to ensure we are supporting families to increase attendance where possible as well as offer high quality learning support when out of school.
4	Our assessments, observations and discussions demonstrate that for some pupils progress in core areas of learning is not as high as their peers (this picture is very individualised rather than a significant trend and therefore personalised interventions are required). These interventions will look at preparing pupils to be ready to learn as well as individual support within their learning. We will have an increased focus on the core areas of communication, independence/interdependence and sense of self to support longer term aspirational aims.
5	Our assessments, observations and discussions demonstrate that for some pupils and families they can feel isolated within their local communities and that this increases post education as they enter adulthood. We need to ensure that whilst pupils are still at school we support connections and links for families within their communities. We acknowledge that there are significant challenges in addressing this but through collaboration positive outcomes can be made in supporting pupils to be able to participate purposely in society.

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
Ensuring we have specialised targeted interventions that support and develop our learners' behaviour, communication, academic, therapeutic, sensory, mental health and wider wellbeing needs, where identified as a need.	Staff will be upskilled to deliver specific interventions to pupils as determined via behaviour, wellbeing and OT/sensory plans. Qualitative data from student voice, student and parent surveys and teacher observations A reduction in behaviours will be seen and/or pupil engagement levels will rise. Pupils will make good progress in SEMH area of Education Health Care Plans. Pupil progress reports will evidence good levels of progress in Yoga (specifically in meeting physical and emotional needs) and in turn pupils will make good academic progress in other areas. Targeted music therapy will support pupils communication and emotional needs that can be transferred to wider activities We will see improvements in academic attainment for identified pupils. Pupils levels of appropriate physical activity will increase
Any barriers preventing pupils from fully participating in school life are actively identified and removed, whilst understanding the diverse needs of pupils and varied life experiences. This will be addressed through a tailored and personalised approach. (Vulnerability audit)	Constant monitoring will identify if any pupils are not making expected progress and barriers identified and interventions put in place All pupils will access and participate in all aspects of school life and if this is not possible a plan to work towards this will be in place

	Pupils will continue to make good progress with high expectations for all pupils within their offer and across all learning Pathways.
To improve engagement with our parents to ensure our parents feel more able to participate in supporting their child's learning. To further enhance opportunities for home learning.	Re-visiting and reshaping our pupil vulnerability audit will demonstrate increased levels of parental engagement. A consistent and high quality offer for sharing learning between school and home and will be in place across school; teachers will feel they have the time to meet this identified need without it impacting on workload. The parent carer engagement framework allowed us to audit current practice, identify best practice, ensuring consistency of approach as well as areas for improvement and result in a direct impact on parent engagement and the quality of relations with our families. A case study will be produced to show the impact of this Families will have had access to increased training opportunities allowing them to feel more confident and informed in supporting home learning, engaging with school and wider community links Supporting learning at home will help to further embed skills and knowledge for pupils.
To improve support and access for families through Family Liaison Worker intervention, including further support to parents and pupils when attendance is impacting upon educational access and progress.	Parents continue to report that they feel supported by school in meeting their child's needs. Persistent absenteeism are tracked and reviewed at weekly safeguarding meetings with SLT and Family Liaison worker, with agreed plans in place to reduce levels of absenteeism where possible, in correlation with improving learning opportunities when off school to have a positive impact on progress. Family Liaison worker and attendance lead will promote school policies in terms of attendance to all new families.

	Family Liaison worker will ensure families are fully supported through transition into school and again as they prepare to leave school in preparation for their next steps.
Increased cover will enable teachers to plan and deliver individual/paired small group learning interventions linked to our Pathways development and Curnow Pledge areas which result in closing the gap/increasing progress within academic progress.	Timetables will reflect extended opportunities for pupils to practice and embed key skills. The number of pupils making good levels of progress in individual subject areas will increase. Teaching staff will have increased their subject knowledge and skills through attending training, practising methods of delivery and extending use of resources regularly with pupils. Teaching staff will have a clear understanding of our Pathway offer and the Aspirational aims to support outcomes that will have the biggest impact in the future
To improve pupil and family involvement and engagement within their local community, school and participation in society by understanding individual family needs and barriers through the EHCP review process and vulnerability audit and to implement strategies, links and support to improve outcomes.	Increased parental and pupil engagement within the EHCP review process. EHCP review process for Post 16 pupils to identify and signpost pupils and families to community links/activities within their local community, evidenced through the Preparing for adulthood: participating in society outcome Linking with the Youth Sport Trust and their targeted work to increase levels of physical activity and key contacts between families, school and community providers

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: £4,600

Activity	Evidence that supports this approach (All taken from the Education Endowment Fund)	Challenge number(s) addressed
Funding to employ Occupational Therapist to work with individual pupils and groups; developing sensory plans and resources to support wellbeing and engagement of pupils as well as upskilling of our Specialist Intervention Therapist (SIT) and staff to effectively meet the needs of pupils and follow programmes of support. *Funding to support and further develop the communication offer and communication pledge across the school, ensuring every pupil has a 'voice'* *Additional SIT input to support the identification of barriers, potentially impacting on participation in school life*	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Children who struggle with language often face challenges in social interaction, leading to behaviours that may be interpreted as disobedience or oppositional. However, these behaviours can often be traced back to communication difficulties (RCLST – Understanding the links between communication and behaviour) (EEF Effective Professional Development guidance report) There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. (EEF Improving social and emotional learning in primary schools guidance report). A significant proportion of young people are experiencing poor wellbeing and mental health, with 44% reporting high	1 & 4

and strategies and interventions to reduce these barriers	psychological distress – a notable increase compared to previous cohorts over the past 15 years. These findings once again highlight the need for sustainable and well-funded support for young people experiencing mental health issues, including preventative and early intervention services to prevent future cohorts from experiencing such issues. (Sutton Trust)	

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

Budgeted cost: £14,600

Activity	Evidence that supports this approach (All taken from the Education Endowment Fund)	Challenge number(s) addressed
Purchase total of 2 days per week yoga teacher and 1 day per dance teacher to provide group and individual sessions in school. To support health and wellbeing needs of pupils and upskill staff in practice (yoga) which they can deliver throughout the school week *Purchase of half day a week targeted music therapy sessions to support pupils' communication, engagement, social interactions and emotional*	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. There is also evidence that children's skills can be improved purposefully through school-based SEL programmes, and that these impacts can persist over time. Numerous large evidence reviews indicate that, when well implemented, SEL can have positive impacts on a range of outcomes, including:	1 & 4

wellbeing that can be transferred to wider school activities	• Improved social and emotional skills; • improved academic performance (see Figure 1); • improved attitudes, behaviour and relationships with peers; • reduced emotional distress (student depression, anxiety, stress and social withdrawal); • reduced levels of bullying; • reduced conduct problems; and • improved school connection. (EEF Improving social and emotional learning in primary schools guidance report). The Youth Sport Trust belief is that be embedding opportunities to be active in every child's life, we can develop young people who are happier, healthier and ready to learn. It is what we believe as a school and we look to ensure appropriate physical activity for all pupils.	
Cover staff to fund additional staffing to enable individual/small group interventions to support pupil catch up – in both meeting EHCP targets and academic targets in core subjects.	The area of research showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings. This research shows a consistent impact on attainment of approximately three to four additional months' progress over an academic year (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training	4

	(EEF Making best use of teaching assistants guidance report).	

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

Budgeted cost: £ 24,530

Activity	Evidence that supports this approach (All taken from the Education Endowment Fund)	Challenge number(s) addressed
Part fund the position of family liaison worker in order to support families and improve parental engagement and pupil attendance *Additional teacher cover to allow time to link with parents/communicating and sharing learning between home and the school setting* *School based strategy (linking with RLG group), working with the Sport Youth Trust to support wellbeing through meaningful and appropriate daily physical activity* *Participation Cornwall Council Parent Carer Framework Programme and the completion of case studies to show imapct – to be led by Deputy Head Teacher & family liaison worker*	Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages. The evidence suggests that three areas are particularly worth focusing on: • supporting parents to have high academic expectations for their children; • developing and maintaining communication with parents about school activities and schoolwork; and • promoting the development of reading habits.4 Children who regularly complete homework have better school outcomes than children who do not. For all age groups, well-designed school communications with parents can be effective for improving attainment and a range of other outcomes, such as attendance.31 (EEF Working with parents to support children's learning guidance report)	2, 3, 4 & 5

Trust wide strategy to support community isolation and increase participation within society and community involvement for Post 16 pupils and their families		
Further development of our attendance strategy and appointment of an attendance lead across the school (DHT) to improve attendance.	For all age groups, well-designed school communications with parents can be effective for improving attainment and a range of other outcomes, such as attendance.31	2&3

Total budgeted cost: £ 43,730

Part B: Review of outcomes in the previous academic year

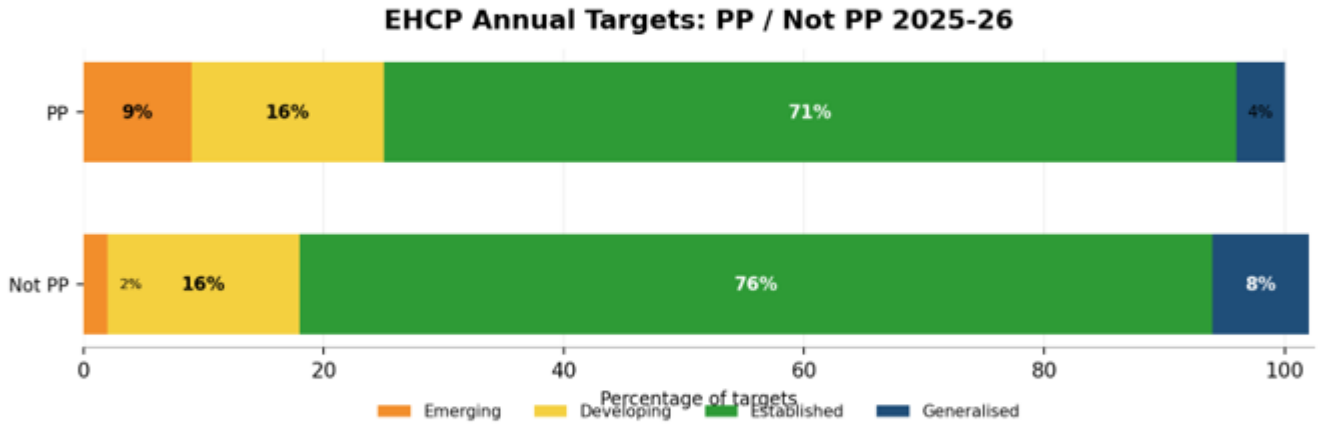
Pupil premium strategy outcomes

Impact Report 2025-26

EHCP data

EHCP PP / Not PP

Group	Emerging	Developing	Established	Generalised
PP	9%	16%	71%	4%
Not PP	2%	16%	76%	8%

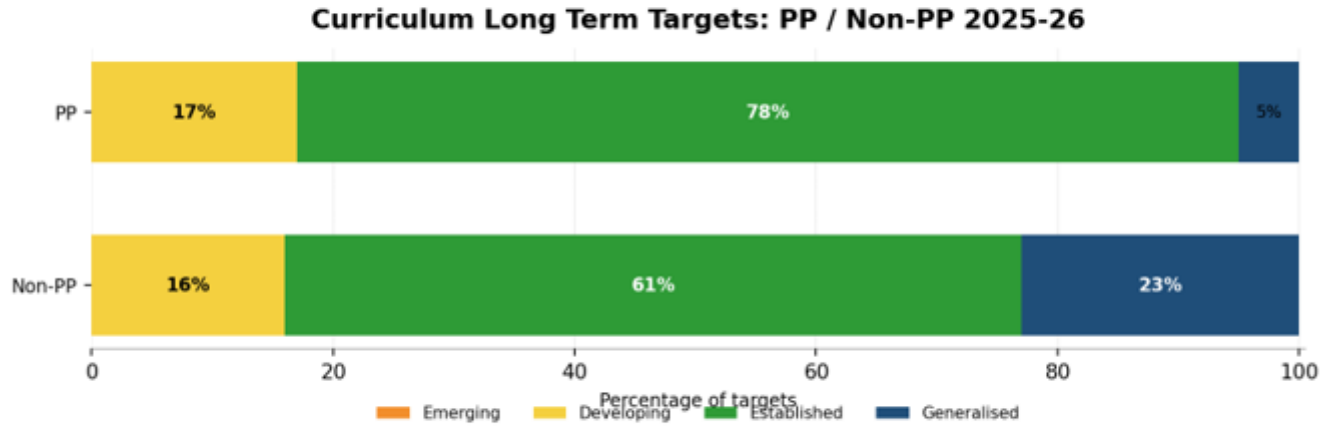


PP pupils have 71% Established and 4% Generalised, compared with 76% Established and 8% Generalised for non-PP pupils. This should be interpreted cautiously because a high proportion of PP pupils are in Godrevy. The class includes the attendance issues noted above and is taught by a new ECT who is receiving targeted leadership support with EHCP target setting and assessment, so the figures should not be read as a cohort-wide PP trend.

Curriculum Data

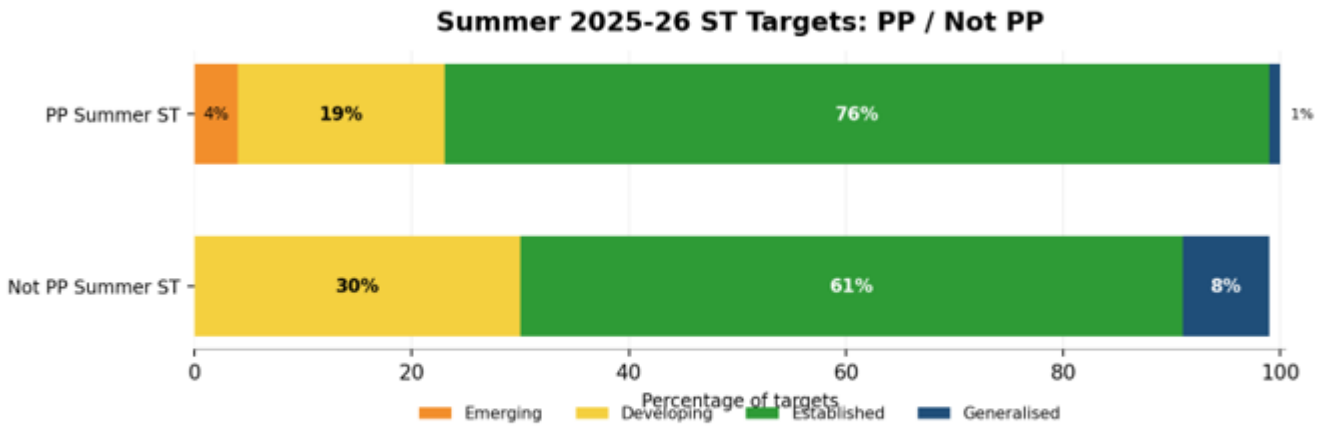
Long Term Curriculum Targets: PP / Non-PP

Group	Emerging	Developing	Established	Generalised
PP	0%	17%	78%	5%
Non-PP	0%	16%	61%	23%



PP pupils have 78% Established and 5% Generalised; non-PP pupils have 61% Established and 23% Generalised. When Established and Generalised are combined the overall picture is very similar (83% PP and 84% non-PP), so the difference is mainly where pupils sit between secure establishment and generalisation rather than a clear difference in overall progress.

Summer ST: PP / Not PP



PP pupils have 76% Established compared with 61% for non-PP pupils, with less Developing (19% compared with 30%). The PP cohort is small and two learners have a significant impact on the percentages, so this should not be interpreted as a cohort-wide trend.

Overall trends:

The overall trend is that PP and Non-PP data is very similar across EHCP and Curriculum targets. There is a little more emerging targets, linked to pupil attendance which does impact the PP data. There are also slightly less targets that have been generalised for PP pupils

Actions:

- Attendance lead and class teacher to look at pupil with low attendance and support/ strategies to be put in place to try and improve attendance over time.
- Assessment lead and class teachers to focus in at a pupil level to look at maximising the generalisation of targets wand where this could be increases through timely interventions.

Additional data

Physical development

PD Summer 2026 Whole School Data

Lower school	Emerging	Developing	Established	Generalised	Total no of targets (%)
Pupil Premium					
PE	0	5 (19%)	18 (69%)	3 (12%)	26 (33%)
EHCP Targets	0	0	12 (92%)	1 (8%)	13 (17%)
MOVE					
Yoga	0	2 (13%)	12 (81%)	1 (6%)	15 (19%)
Dance	0	1 (7%)	13 (86%)	1 (7%)	15 (19%)
Swimming	0	1 (20%)	3 (60%)	1 (20%)	5 (6%)
Water Skills	0	0	2 (50%)	2 (50%)	4 (5%)
Rebound					
	0	9 (12%)	60 (76%)	9 (12%)	78
Non-pupil Premium					
PE	0	8 (16%)	33 (65%)	10 (19%)	51 (37%)
EHCP Targets	0	1 (5%)	18 (90%)	1(5%)	20 (14%)
MOVE					
Yoga	0	3 (12%)	18 (69%)	5 (19%)	26 (19%)
Dance	0	4 (16%)	17 (65%)	5 (19%)	26 (19%)
Swimming	0	0	13 (100%)	0	13 (9%)
Water Skills	0	0	2 (100%)	0	2 (1%)
Rebound					
TOTALS	0	16 (12%)	101 (73%)	21 (15%)	138

Upper school	Emerging	Developing	Established	Generalised	Total no of targets (%)
Pupil Premium					
PE	2 (7%)	11 (38%)	15 (52%)	1 (3%)	29 (27%)
EHCP Targets	0	3 (14%)	17 (81%)	1 (5%)	21 (19%)
MOVE					
Yoga	2 (8%)	8 (32%)	14 (56%)	1 (4%)	25 (23%)
Dance	5 (20%)	2 (8%)	16 (64%)	2 (8%)	25 (23%)
Swimming	0	0	3 (75%)	1 (25%)	4 (4%)
Water Skills	0	0	4 (100%)	0	4 (4%)
Horse Riding	0	0	0	1 (100%)	1 (1%)
Rebound					
TOTALS	9 (8%)	24 (22%)	69 (63%)	7 (6%)	109
Non-Pupil Premium					
PE	4 (6%)	20 (29%)	42 (62%)	2 (3%)	68 (37%)
EHCP Targets	0	15 (33%)	29 (64%)	1 (3%)	45 (25%)
MOVE					
Yoga	1 (4%)	8 (29%)	17 (61%)	2 (7%)	28 (15%)
Dance	1 (5%)	9 (45%)	8 (40%)	2 (10%)	20 (11%)
Swimming	1 (10%)	2 (20%)	7 (70%)	0	10 (5%)
Water Skills	0	1 (10%)	9 (90%)	0	10 (5%)
Horse Riding	0	1 (35%)	0	2 (65%)	3 (2%)
Rebound					
TOTALS	7 (4%)	56 (31%)	111 (61%)	9 (4%)	182

Area	Current Findings	Next Steps
PP vs non-PP	Lower- Within Lower there is no definitive difference between Pupil and Non-Pupil Premium students. All are accessing the different activities with progression at expected. Upper- Within Upper there is more students making emerging and developing progress within Pupil Premium than Non-Pupil Premium.	Speak to teachers at Upper around engagement and targets. Are they too hard? Is it down to accessibility and absence? What can we do to support these students accessing the different activities and support their engagement.

PSHE/RSE

Whole School

	Number of targets Emerging	Number of targets Developing	Number of targets Expected	Number of targets Exceeded	Total
PP Pupils	0 – 0%	5 – 11%	37 – 78%	5 – 11%	47 – 100%
Non PP Pupils	2 – 3%	7 – 13%	35 – 63%	12 – 21%	56 – 100%
Total	2 – 2%	12 – 12%	72 – 70%	17 – 16%	103 – 100%

Narrative: The data for PP and non-PP pupils is very similar with less PP pupils making emerging or developing targets than non-PP pupils but more expected targets. Non-PP pupils however have a greater number of generalised targets. PSHE/RSE lead to analyse the data further to identify any gaps in learning, specific reasons around generalising of targets. This curriculum data when cross referenced with the SEMH area of need from the EHCP targets does not show any correlation between these two areas. The focus will be to look at PP pupils generalising more targets and what additional support/strategies within their learning needs to be identified and put in place.

Parental Engagement and the Impact of the Family Liaison Team

Results from the parent survey in the autumn term continue to be strong with the majority of parents strongly agreeing or agreeing with the statements within the survey. Below are key questions and responses from parents. We continue to work closely with all parents, providing strong transitions both into and out of school with our Family Liaison Team working with new pupils and their families and those leaving school and moving on to their next steps in education. The team have planned parent information and sign posting events as well as being reactive and supportive when issues or concerns arise.

	Strongly agree	Agree	Disagree	Strongly disagree
My child is happy at this school	94	6	0	0
My child feels safe at this school	92	8	0	0
The school gives my child the support they need to succeed	89	11	0	0
I would recommend this school to another parent	94	6	0	0

Vulnerability audit – Quality of Life Audit

All pupils have a vulnerability audit in the agreed format – September 2026. These have been renamed 'Quality of Life' audits and are now being completed and co-produced with parents through the EHCP annual review meeting. These audits will be reviewed termly within school to ensure that they stay relevant and up to date and annually with parents as part of the EHCP annual review cycle

We will be auditing the strategies, their relevance and impact over the year to ensure they are addressing barriers to learning and inclusion impacting positively on inclusion both within school and the wider community where relevant.

These moderation/monitoring sessions have been booked in termly to ensure there is ongoing monitoring and that the plan is up to date and impactful. At the end of the year we will create case studies to present the impact of the audit, as well as ensuring next steps are set and all information is reviewed.

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
Evidence for Learning – assessment tool	https://www.evidenceforlearning.net
Trackit Lights – behaviour tracking program	https://trackitlights.com

Service pupil premium funding (optional)

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

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

As a school we want to ensure all staff and our school community have good knowledge of our Pupil Premium strategy and have chosen to design information posters in friendly speak (jargon free format) for all to access:

