

Pupil premium strategy statement – Torpoint Community College

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	622
Proportion (%) of pupil premium eligible pupils	Years 7-11 PP Disadvantaged 175/622 = 28.1% Service Students 76/622 = 12.2%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Dr. Jeremy Plumb, Headteacher
Pupil premium lead	Cheryl Lockett, Assistant Headteacher and Davina Bray, Pupil Premium Advocate
Governor / Trustee lead	Lynne Nobes, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£239K
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20K
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>	£259K

Part A: Pupil premium strategy plan

Statement of intent

Our Vision

TCC College Vision: Inspiring Optimistic Learners

At Torpoint Community College, we aim to empower every young person with the knowledge, skills and confidence they need to thrive. Our vision of developing Inspired Optimistic Learners underpins all aspects of our Pupil Premium strategy and reflects our commitment to ensuring that every student, regardless of background, can succeed.

Our Objectives for Disadvantaged Pupils

Our ultimate goals for students in receipt of Pupil Premium funding are to:

1. **Narrow the attainment gap** between disadvantaged pupils and their non-disadvantaged peers nationally.
2. **Secure strong progress for all disadvantaged pupils.**
3. **Remove barriers to learning**—academic, social, emotional and contextual—so that disadvantaged pupils can access the full curriculum and wider opportunities.
4. **Develop confident, resilient learners** who are well prepared for their next steps in education, employment or training.

Key Principles of Our Strategy

Our strategy is built on three interconnected principles: **Knowing, Leading and Teaching.**

1. Knowing

We recognise that barriers to learning vary and can be universal, contextual or highly individual. We work closely with staff, families and students to understand these barriers and tailor support accordingly. We also acknowledge that disadvantage is not always captured by eligibility for free school meals; therefore, some universal interventions are designed to benefit all students.

2. Leading

Equity is driven from the front. Each senior leader has explicit actions relating to disadvantaged pupils, which are clearly mapped, monitored and evaluated. Our whole-college approach ensures that provision is coherent, strategic and sustained.

3. Teaching

Research shows that disadvantaged students benefit disproportionately from high-quality teaching. Our CPD programme is research-informed and focuses on the strategies proven to

raise achievement—such as retrieval practice, consistent routines, and maximising participation. Our well-sequenced STEAM curriculum ensures that all students experience ambitious, inclusive teaching.

How Our Pupil Premium Strategy Works Towards Our Objectives

The Pupil Premium funding is used to deliver a wide range of academic and pastoral interventions. Many of these are universal, reflecting our belief that improving outcomes for all students is necessary to close the attainment gap between our disadvantaged students and the national non-disadvantaged cohort.

We carefully assess the needs of all vulnerable groups and allocate funding to the pupils or groups who will benefit most. While Pupil Premium funding is directed at disadvantaged pupils, we reserve the right to support any student facing significant social disadvantage, including those from areas with high deprivation indicators.

We deliberately avoid identifying individual students as Pupil Premium to prevent stigma within our small community. Interventions are allocated based on need, and since the introduction of cashless catering, no student can be identified as being in receipt of free school meals.

Monitoring, Evaluation and Impact

Our self-review cycle ensures that all interventions are:

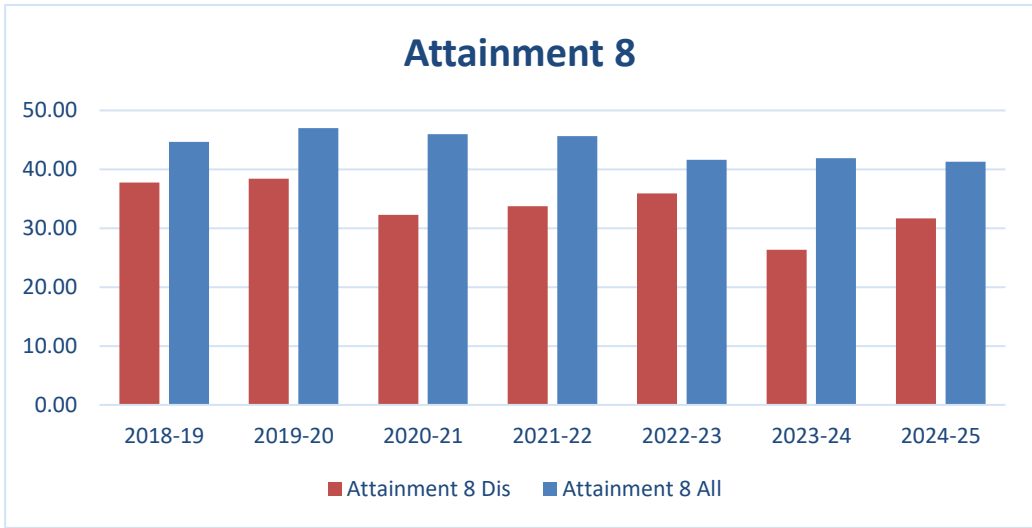
- monitored for engagement
- reviewed for effectiveness
- evaluated against student outcomes
- adapted where needed to maximise impact

This continuous improvement model helps us respond effectively to changing needs, including the widening national attainment gap since 2020. DfE guidance (2023) acknowledges that disadvantage gaps have increased following COVID-19, and our own data reflects this trend. This makes our work to improve outcomes for disadvantaged pupils more important than ever.

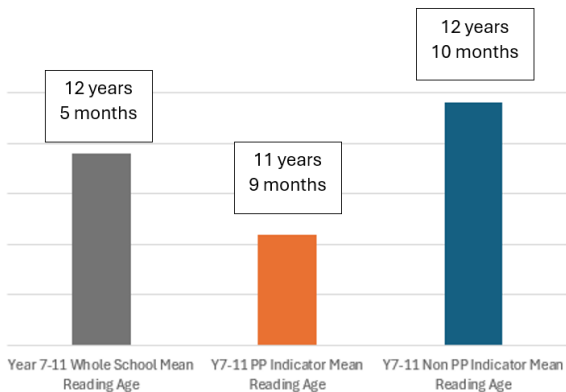
Our Commitment All children matter at TCC. We know that students from disadvantaged backgrounds may require expert teaching and additional support to excel. By embedding evidence-informed practice, prioritising strong relationships and maintaining high expectations for all, we aim to ensure that every disadvantaged pupil can fulfil their potential and leave us as an Inspired Optimistic Learner equipped for their future.

Challenges

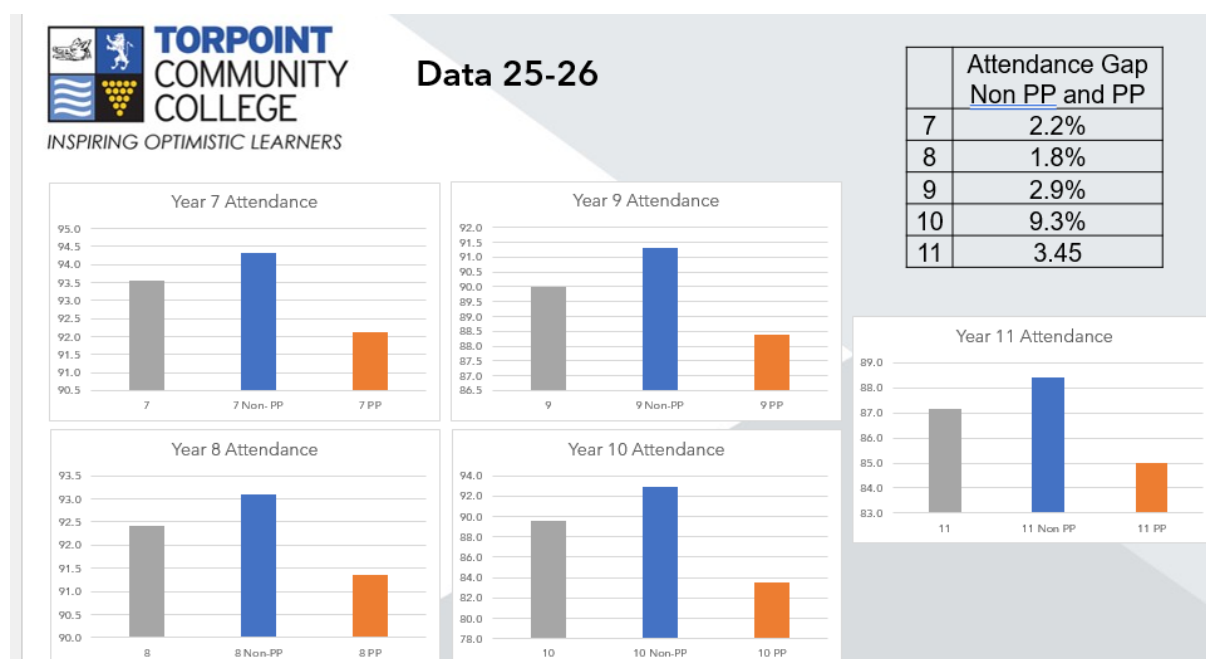
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge																								
1	<p>Lower Attainment on average upon entry and at end of key stage 4</p> <p>Students in receipt of pupil premium for disadvantage have on average lower previous attainment than other students upon entry. The attainment gap remains between our students in receipt of pupil premium and all other students when comparing attainment 8 scores at the end of key stage 4.</p> <p>Attainment 8</p> <table><tr><th></th><th>2018-19</th><th>2019-20</th><th>2020-21</th><th>2021-22</th><th>2022-23</th><th>2023-24</th><th>2024-25</th></tr><tr><td>Attainment 8 Dis</td><td>37.76</td><td>38.42</td><td>32.27</td><td>33.75</td><td>35.89</td><td>26.36</td><td>31.66</td></tr><tr><td>Attainment 8 All</td><td>44.68</td><td>47.01</td><td>45.96</td><td>45.62</td><td>41.62</td><td>41.91</td><td>41.30</td></tr></table> <div><p>Attainment 8</p><p>■ Attainment 8 Dis ■ Attainment 8 All</p></div> <p>Headline: Attainment 8 Trend – 2018 to 2025 (Disadvantaged vs All Students)</p>		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Attainment 8 Dis	37.76	38.42	32.27	33.75	35.89	26.36	31.66	Attainment 8 All	44.68	47.01	45.96	45.62	41.62	41.91	41.30
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2	<p>Low Aspirations and Confidence</p> <p>Our observations, student voice, destination data and information from pastoral team shows:</p> <p>Students may have limited confidence in their academic ability or future prospects. Students may not see academic success as achievable or relevant to their future.</p>																								

	<p>Limited aspirations: Economic hardship can lead to lower expectations or reduced motivation to pursue further education or high-skilled careers.</p> <p>Fewer local role models: Students do not see examples of academic or professional success in their immediate community.</p> <p>Many students come from postcodes where traditionally a lower-than average number of people progress on to higher education and are the first in their family to venture on to higher education. Local wards in Plymouth, where some pupil premium students live are on the UK deprivation index.</p> <p>Local labour market information shows that the largest employers in the are the NHS, council and the care sector. Many people are employed in small businesses or self-employed. Local big employers include Babcock and Princess Yachts in Plymouth. Many students are interested in joining the Services –usually the Royal Navy due to our proximity to HMS Raleigh.</p>
3	<p>Limited Cultural Capital and Restricted Enrichment Access</p> <p>Students often have fewer opportunities to access cultural, academic, and extracurricular experiences outside school (e.g., museums, theatre, STEM events). Geographic isolation and poor transport links reduce participation in enrichment, extra-curricular activities, and external support services. This impacts vocabulary development, background knowledge, and social confidence.</p> <p>Limited Cultural Capital Fewer experiences outside school (e.g. museums, theatre, travel) can affect comprehension and confidence.</p> <p>Geographical Isolation</p> <p>Limited access to enrichment opportunities: Students may have fewer chances to attend cultural, academic, or career-related events due to travel constraints.</p> <p>Transport issues: Public transport options are limited, affecting attendance, punctuality, and access to extracurricular activities or external support services.</p> <p>Social and Cultural Factors</p> <p>Insularity: Students in Torpoint have limited exposure to diverse cultures, ideas, and experiences, which can affect social development and worldview.</p> <p>Cross-County Travel</p> <p>Long or complex commutes: Students coming from Plymouth may face longer journeys, which can affect punctuality, attendance, and energy levels.</p>

	<p>Reduced participation: These students might be less likely to stay for after-school clubs, interventions, or events due to travel constraints.</p>								
4	<p>Literacy and Reading Fluency Gaps</p> <p>A proportion of disadvantaged pupils enter secondary school with reading ages below chronological age. This limits their ability to access curriculum texts, follow written instructions, and acquire subject-specific vocabulary without additional scaffolding and fluency practice. Students require a reading age of 14 years to be able to read GCSE papers across the curriculum confidently.</p> <p>67/175 students, 38%, are more than 12 months below (Nov 2025)</p>  <table border="1"> <thead> <tr> <th>Group</th> <th>Reading Age</th> </tr> </thead> <tbody> <tr> <td>Year 7-11 Whole School Mean</td> <td>12 years 5 months</td> </tr> <tr> <td>Y7-11 PP Indicator Mean</td> <td>11 years 9 months</td> </tr> <tr> <td>Y7-11 Non PP Indicator Mean</td> <td>12 years 10 months</td> </tr> </tbody> </table>	Group	Reading Age	Year 7-11 Whole School Mean	12 years 5 months	Y7-11 PP Indicator Mean	11 years 9 months	Y7-11 Non PP Indicator Mean	12 years 10 months
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5	<p>Lower Attendance</p> <p>Some disadvantaged pupils are persistently or severely absent. Complex commutes, limited public transport, and home-based pressures contribute to reduced punctuality and inconsistent routines. This results in lost learning time, weaker knowledge retention, and reduced engagement.</p> <p>Persistently absent is below 90% attendance (starting point: 59 out of 175 pupil premium students in first half term of 2025-2026).</p> <p>Severely absent is below 50% attendance (starting point: 13 students out of 175 pupil premium students in first half term of 2025-2026).</p>								

First half term 25_26 data shows students in receipt of Pupil Premium have lower attendance percentages on average.



6

Emotional Load, Mental Health and Self-Regulation Needs

Many disadvantaged pupils experience higher levels of emotional stress, trauma, or instability. Rural isolation, stigma around seeking help, and unequal access to local mental health services can increase anxiety, dysregulation, and behaviour challenges. These pupils may struggle with focus, resilience, and maintaining positive learning behaviours.

Mental Health & Wellbeing Higher exposure to stress, trauma, or instability can impact focus, behaviour, and resilience.

Isolation and loneliness: Young people in rural areas can feel cut off socially, especially if they lack transport or digital access.

Some pupils—particularly those travelling from Plymouth—report feeling socially different or disconnected from locally based peers, which affects belonging, motivation, and wellbeing.

Stigma around seeking help: In smaller communities, students may be reluctant to access mental health support due to fear of being judged or recognised.

Students With Behaviour Challenges: Struggling with regulation, routines, or relationships.

25/175 students have 20+ behaviour points at end of half term 1.

	There is a high rate of referral to Pastoral Team, and the Behaviour Support Team for disadvantaged students.
7	<p>Home-Based Barriers, Life Events and Economic Disadvantage</p> <p>Low-income employment sectors, hidden poverty, and fluctuating family circumstances (e.g., parental separation, bereavement, parental mental health needs) create significant barriers. Students may lack a quiet study space, digital access, consistent routines, suitable equipment, or parental support. Young carers or pupils who have attended multiple schools face disrupted continuity and gaps in foundational learning.</p> <p>Economic Disadvantage</p> <p>Low-income employment sectors: Southeast Cornwall has pockets of economic deprivation, with many families working in seasonal or low-paid jobs.</p> <p>Hidden poverty: Families may not qualify for FSM but still struggle financially, affecting access to uniform, equipment, and trips.</p> <p>Access to Resources: Lack of quiet study space, internet, or basic equipment can affect homework and revision.</p> <p>Digital divide: Rural areas sometimes have poorer internet connectivity, which can impact homework completion and access to online learning resources.</p> <p>Recurring individual barriers:</p> <p>Attended multiple schools- Disrupted educational continuity: gaps in foundational knowledge</p> <p>Young Carer - Fatigue, missed homework, reduced focus or attendance</p> <p>Parent with mental health challenges- Inconsistent support at home; emotional strain; poor organisation</p> <p>Recent parental separation- Emotional instability; divided routines; reduced focus or attendance</p> <p>Bereaved student (parental loss)- Emotional distress; difficulty concentrating; unpredictable behaviour or attendance</p> <p>6 students in receipt of Pupil Premium identified as having multiple barriers.</p>

8	<p>SEND and Disadvantage (Dual Challenge)</p> <p>Children eligible for FSM are over-represented within the SEND cohort:</p> <p>47 students on SEN Record of Need are also in receipt of funding for Pupil Premium for disadvantage.</p> <p>8/22 students with EHCPs are also eligible for Pupil Premium funding for disadvantage.</p> <p>Within the SEND cohort, children eligible for FSM have lower outcomes at Key Stage Four.</p> <p>Pupils who are both disadvantaged and have SEND face compounded barriers, These pupils require highly personalised support, close collaboration with the SENDCo, multi-agency support, and careful curriculum adaptations.</p> <p>Students with complex barriers</p> <ul style="list-style-type: none"> • Complex barriers: trauma, safeguarding, family instability, mental health. • Likely to need multi-agency support and pastoral intervention. <p>Disparity in Local Services</p> <p>Different access to support: Plymouth-based students may be linked to different local authorities or services (e.g. CAMHS, social care), which can complicate referrals or continuity of support.</p> <p>Limited access to specialist support: Services like speech and language therapy, mental health support, or SEND provision can be harder to access or have long waiting times.</p>
9	<p>Parental Engagement Barriers</p> <p>Parents may have limited capacity to support learning due to work patterns, low confidence, transport issues, or previous negative experiences of education. Some families have long-standing generational disengagement with schooling. Plymouth-based families may also have differing expectations or reduced ability to attend on-site meetings or events due to travel constraints.</p> <p>Limited parental engagement with school results in a lack of home reinforcement of college expectations,</p> <p>There is an increased incidence of parents with their own mental health and/or physical health needs.</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
Improved outcomes for disadvantaged students at end of Key Stage 4 – narrowing of the gap in Attainment 8 scores.	2025/26 KS4 outcomes demonstrate that disadvantaged pupils achieve an average Attainment 8 score in line with the national average. Reduction in the attainment gap between PP and non-PP students at GCSE to less than the 9.64 gap in Attainment 8 in 24/25.
Disadvantaged students feel a sense of belonging, confidence in learning, and awareness of future pathways.	Termly surveys and focus groups show at least 80% of disadvantaged students report a sense of belonging and confidence in learning. Student survey indicates 80% of disadvantaged students feel well supported at key transition points and understand post-16 pathways. All Year 10 disadvantaged students complete a meaningful high-quality work experience placement. Destination data shows students move onto appropriate next steps
Increase in attendance of disadvantaged students in line with rest of student body.	Persistent absence and severe absence for disadvantaged students reduce compared with 24/25 baseline.
Improve behaviour and engagement of Pupil Premium (PP) students by reducing incidents that lead to sanctions and increasing positive conduct in lessons and around school.	Reduced suspensions, reflection time referrals, and detentions for PP students by at least 20% compared to 2024/25.
Increase in reading age of disadvantaged students.	Increase the proportion of disadvantaged students within 12 months of chronological reading age.
More students in receipt of Pupil Premium taking part in extra-curricular activities and	80% of disadvantaged students attend at least one enrichment experience per term; student voice shows increased confidence and aspiration. % of student

represented in the student leadership team.	leaders who are disadvantaged is commensurate with % of disadvantaged students on roll (25%).
Increase in attainment and successful outcomes for disadvantaged students with SEND (Dual Challenge).	Attainment gap reduces by at least 0.2 for disadvantaged students with SEN.
Increase in parental engagement for parents of students who qualify for Pupil Premium.	Attendance rate of disadvantaged parents at Parents' Evenings is within 5% of non-disadvantaged parents.

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: £200K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Expert teachers and reduced class sizes</p> <p>Funding contribution towards teaching staff budget to maintain capability and capacity to deliver our STEAM curriculum and support the diverse range of needs, requirements, and interventions with students in receipt of pupil premium for disadvantage.</p> <p>All GCSE classes are taught by specialist teachers, extra groupings at GCSE to allow for smaller class sizes in core</p>	<p>EEF: Reduced class size</p> <p>Average impact: +2 months</p> <p>Reducing class size EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations.</p> <p>Quality teaching and support for all students to help to diminish the difference between our Pupil Premium students and national non-Pupil Premium students.</p>	1-9

subjects such as Maths and English.	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>High-quality teaching EEF</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	
<p>High-Quality CPD</p> <p>We invest in high-quality professional development to ensure great teaching is at the heart of our Pupil Premium strategy. This includes a contribution to the CPD budget and an approach to performance appraisal focused on pedagogy and practice, ensuring that teaching quality remains the key driver of improvement.</p> <p>Key elements of our CPD programme:</p> <p>Curriculum team CPD every three weeks</p> <p>Implementation of the Walkthrus programme, providing structured, evidence-based strategies for improving classroom practice.</p> <p>Additional non-contact time for every Head of Department, giving them an extra hour each fortnight to prioritise deliberate practice of shared pedagogical goals</p>	<p>Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT</p> <p>Teaching WalkThrus Multi-Platform Teaching Tools & Resources To Support Teachers - Primary Schools - Secondary Schools - Further Education - Coaching Tools - Webinars Oliver Caviglioli - Tom Sherrington UK</p> <p>CPD programme is research and evidence led. Departments are working on the coaching Walkthru modules to ensure consistency within departments and across the college.</p>	1-9

<p>and collaborative discussion.</p> <p>This approach ensures CPD is not a one-off event but a sustained, embedded process that drives consistent improvement in teaching and learning.</p>		
<p>High quality Feedback</p> <p>All students receive appropriate feedback on their progress. Teachers regularly check for understanding in lessons.</p> <p>Assessment information is used to plan subsequent learning episodes that specifically target knowledge gaps and address misconceptions, ensuring Pupil Premium students receive tailored support that accelerates progress.</p>	<p>EEF: Feedback</p> <p>High impact for low cost, based on moderate evidence. Average impact: + 6 months' progress</p> <p>Feedback EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement.</p>	1, 2
<p>Literacy Across the Curriculum & Reading for Pleasure</p> <p>We prioritise teaching students to read confidently and critically in every subject, recognising that acquiring disciplinary literacy is essential as learners encounter increasingly complex concepts. Our approach includes:</p>	<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>SPARX</p> <p>EEF Summary: EEF Reading Comprehension Strategies</p>	1,4

<p>SPARX programme for homework in Years 7–10, supporting vocabulary and comprehension development.</p> <p>A reading programme embedded in tutor time for Years 7–9, promoting reading for pleasure and progress.</p> <p>Six dedicated TCC Reading Days diarised across 2026 to celebrate and immerse students in reading experiences.</p> <p>This whole-school strategy ensures that reading is not confined to English lessons but is a shared responsibility across all subjects, helping disadvantaged students access the full curriculum.</p>	<p>Very high impact for very low cost based on extensive evidence</p> <p>Reading comprehension strategies EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
<p>Year 11 tutor groups</p> <p>allow for extra time for teaching of Maths and English with subject specialist teachers.</p>		1
<p>Dedicated Reading Lessons</p> <p>Our curriculum is deliberately structured to provide additional time for reading, ensuring all students—particularly those eligible for Pupil Premium—develop strong literacy skills that underpin</p>		1, 4

<p>success across subjects. In addition to standard English curriculum time, we deliver specific reading lessons led by specialist English teachers. These sessions focus on building fluency, comprehension, and vocabulary through high-quality texts and structured discussion. The approach is designed to close gaps in reading ability, foster a love of reading, and equip students with the skills needed for academic achievement and lifelong learning.</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £20K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dyslexia Gold Intervention <i>Students identified through screening complete Dyslexia Gold online activities once per week during tutor time. The programme targets reading fluency, phonological awareness, and visual tracking skills to accelerate literacy development. Sessions are adaptive and designed to close gaps for students with dyslexia or significant reading difficulties.</i></p>	EEF Small Group Tuition + 4 months	1, 4, 8
<p>Targeted Reading Intervention <i>All Pupil Premium students in Years 7–10 are screened for reading age using</i></p>	EEF Small Group Tuition + 4 months	1, 4, 8

<p>SPARX. Students in the 40th percentile are screened again using NGRT. Based on the results, students are categorised as mild, moderate, or severe according to how far below their chronological age they are. Students identified as in the 30th percentile undergo further assessment using YARC (York Assessment of Reading for Comprehension) to pinpoint specific needs. Following this, they are allocated to either one-to-one intervention or small group sessions, delivered by the college librarian and a qualified English teacher. These take the form of 3x 30 minutes sessions per week. This structured approach ensures that the most significant gaps in reading ability are addressed promptly and effectively, supporting disadvantaged learners to access the full curriculum.</p>	<p>Small group tuition EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Study+ Year 11 Catch-Up Programme (2025/26 only)</p> <p>Study+ is a targeted intervention for Year 11 students who are disapplied from one option subject to provide additional time and structured support for core subjects. The programme focuses on catch-up learning, revision strategies, and completion of coursework, ensuring students consolidate knowledge and maximise outcomes in their remaining subjects. Sessions include guided study, personalised feedback, and access to resources to strengthen exam readiness.</p>	<p>EEF Small Group Tuition + 4 months</p> <p>Small group tuition EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 6, 8</p>
<p>Post-16 targeted Support</p> <p>Disadvantaged post-16 students are prioritised for tailored academic mentoring, personalised guidance on</p>	<p>Mentoring</p>	<p>1, 2</p>

<p><i>university and apprenticeship pathways, and clear information about financial support options. This intervention ensures students have the knowledge, confidence, and resources to make informed decisions about their next steps and succeed in higher education or employment.</i></p>	<p>Low impact for moderate cost based on moderate evidence</p> <p>Mentoring EEF</p>	
<p>Access Arrangements</p> <p><i>Ensure disadvantaged students receive timely identification and implementation of appropriate access arrangements (e.g., extra time, reader, scribe, use of technology) for assessments and examinations. This provision aims to remove barriers to achievement and enable students to demonstrate their true ability under exam conditions.</i></p>		1
<p>Post-Mock Intervention Sessions</p> <p><i>Following mock examinations, we conduct a detailed analysis of results to identify students who would benefit from additional support. This provision is universal, meaning all students can attend, but we place a particular emphasis on actively engaging Pupil Premium students who have been identified as underperforming.</i></p> <p><i>Intervention sessions focus on addressing gaps in knowledge and exam technique and are delivered at lunchtime or after school to maximise accessibility. While attendance cannot be made compulsory, staff use targeted encouragement and communication with families to promote participation among disadvantaged learners.</i></p>		1, 2, 9

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

Budgeted cost: £20K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Champion Role <i>The Pupil Premium Champion acts as the central point of contact for all PP student support, ensuring high visibility of the PP cohort across the school. Responsibilities include monitoring and reporting on the use of Pupil Premium funding, preparing statutory documentation for the school website, and coordinating targeted interventions. The Champion engages directly with PP students to identify and address barriers to learning, organises enrichment opportunities, and meets fortnightly with the CLO to review progress and plan next steps.</i>		1-9
Enrichment Programme <i>The Enrichment Programme provides disadvantaged students with access to a wide range of experiences beyond the classroom to broaden horizons, build confidence, and develop cultural awareness. Activities include educational visits, guest speaker sessions, leadership opportunities, and participation in clubs and societies. The programme aims to raise aspirations, enhance social and communication skills, and ensure all students benefit from opportunities that support personal growth and future success.</i>	<p>Aspiration interventions</p> <p>Unclear impact for very low cost based on insufficient evidence</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	3

<p>Attendance Monitoring and Intervention</p> <p>We maintain a rigorous approach to monitoring attendance for all students, with a particular focus on key subsets such as Pupil Premium students. Using the Steps for Success spreadsheet, tutors track attendance and record interventions directly on the SIMS tutor marksheet. Students are informed of their weekly attendance percentage during tutor time to promote transparency and accountability.</p> <p>Attendance interventions include:</p> <p>Targeted assemblies for students whose attendance is declining.</p> <p>Half-termly meetings between the MBL and parents/carers of disadvantaged students with attendance between 80–90%, agreeing personalised strategies for improvement.</p> <p>Rewards breakfasts every half term for students achieving high attendance, reinforcing positive habits.</p> <p>This structured system ensures early identification of concerns, consistent communication, and proactive engagement with families to improve attendance and reduce gaps for disadvantaged learners.</p>	<p>Internal evidence shows that students who have higher attendance achieve better attainment.</p> <p>17 missed school days a year result in a whole GCSE grade drop in achievement.</p>	<p>1, 5, 6, 7</p>
<p>Pastoral Support for Disadvantaged Students</p> <p>To ensure the wellbeing and engagement of disadvantaged students, we provide structured</p>		<p>6</p>

<p>pastoral support across all year groups. Identified students have a biweekly check-in meeting with key pastoral staff to review their wellbeing, academic engagement, and any emerging support needs.</p> <p>Students flagged as “red” on the disadvantaged marksheets receive an enhanced level of care: each is assigned a designated key adult who conducts daily check-ins, offering consistent guidance and emotional support. This approach builds strong, trusted relationships and ensures that concerns are addressed promptly.</p>		
<p>Behaviour Monitoring and Goal Setting</p> <p>To promote positive behaviour and reduce incidents among disadvantaged students, JHO reviews behaviour logs weekly to identify patterns and concerns. Students with high behaviour points are invited to a one-to-one meeting where personalised behaviour goals are agreed and recorded. This proactive approach ensures that students receive timely support and clear expectations, helping them to re-engage positively with school life.</p>	<p>Behaviour interventions</p> <p>Moderate impact for moderate cost, based on extensive evidence. Average impact: +4 months progress</p> <p>Behaviour interventions EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>2, 6</p>
<p>Anti-Bullying and E-Safety Support</p> <p>We take a proactive approach to safeguarding and student wellbeing through targeted anti-bullying and e-safety initiatives. CLI leads a student voice group, which includes disadvantaged students, to monitor and respond to bullying concerns. This ensures that student perspectives shape our strategies</p>	<p>EEF: Social and Emotional Learning</p> <p>Average impact: +4 months progress</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>6, 9</p>

<p>and that issues are addressed promptly and effectively.</p> <p>In addition, CLI delivers targeted e-safety workshops for disadvantaged students and their families. These sessions focus on safe online behaviour, digital resilience, and practical strategies for managing risks, helping to protect students both in and out of school.</p>		
<p>Extra-Curricular Engagement</p> <p>We actively promote participation in extra-curricular activities as a means of broadening experiences and building cultural capital for disadvantaged students. MBL tracks and monitors club attendance, identifying Pupil Premium students who are not currently engaged. Targeted encouragement and personalised invitations are used to increase participation, ensuring that disadvantaged learners benefit from the full range of enrichment opportunities available.</p>		3
<p>Careers and IAG</p> <p>Targeted Careers interventions by DBR Careers Leader: Pupil Premium students are prioritised for careers interviews with a Level 6 qualified Careers Adviser and for extra support with applications to reduce number of NEETS.</p> <p>Individual Year 9 Options events to support students to choose their key stage 4 options, linked to their career aspirations with EBE. All year 11 students have a destination interview with EBE. GCSE Options - EBE</p>	<p>Careers and Enterprise Company Research</p> <p>bit67-cec-report v3.pdf (careersandenterprise.co.uk)</p> <p>state-of-the-nation-2019.pdf (careersandenterprise.co.uk)</p> <p>Updated Benchmarks Overview Gatsby Benchmarks</p>	2, 3, 9

<p>ensures disadvantaged students are prioritised for appropriate option choices.</p> <p>Career lessons in PSHEe and career trips and events (DBR). Aim to take Pupil Premium students to targeted careers events and organise employer talks, assemblies and visits.</p> <p>Programme of Employer Encounters planned for each year group as part of work for Gatsby benchmark 5- see Careers Strategic plan for full careers programme which aims to support all students as well as those in receipt of pupil premium. Parents invited into TCC to attend some career events to increase parental engagement and awareness of different learning pathways and next steps.</p> <p>MBL ensures disadvantaged students are prioritised for individual support to secure high-quality work experience placements, including help with applications and employer outreach.</p> <p>National Careers week focus in March to raise aspirations through career talks and events, alumni events, activities in tutor programme.</p>	<p>https://www.gatsbybenchmarks.org.uk/updated-benchmarks/</p> <p>Aspiration interventions</p> <p>Unclear impact for very low cost based on insufficient evidence</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Rewards Programme</p> <p>We continue to embed a strong culture of recognition and celebration through our whole-school rewards programme, led by CLO. At the end of each term, students receive certificates for achievements in attendance, attainment, effort, progress, and participation, presented during assemblies to reinforce positive behaviours and academic</p>		2

success. CLO identifies disadvantaged pupils with 10% fewer merits than the cohort mean for additional incentives.		
<p>Parental Engagement</p> <p>We prioritise strong home-school partnerships to support student progress, with a particular focus on disadvantaged families. Our strategy includes:</p> <p>Targeted contact by MBL to parents of disadvantaged students ahead of Parents' Evenings, ensuring they understand the importance of attending and feel supported to do so.</p> <p>CLT-led contact calls for every disadvantaged student, building positive relationships and reinforcing the school's commitment to their success.</p> <p>This approach ensures parents are informed, engaged, and empowered to support their child's learning journey.</p>	<p>EEF Parental Engagement</p> <p>Moderate impact for very low cost based on extensive evidence +4 months</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Feedback EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Very high impact for very low cost based on extensive evidence + 6 months</p>	9
<p>Transition Programmes</p> <p>We deliver comprehensive transition support to ensure disadvantaged students are well-prepared and confident in their next steps:</p> <p>Key Stage 2 to Key Stage 3 Transition (CLI lead):</p> <p>Staff visits to feeder primaries to lead workshops, helping identify Pupil Premium students and any existing attainment gaps.</p>	<p>To help get to know students and their characteristics for a successful transition to secondary school.</p> <p>Identifying students for interventions e.g., literacy interventions, nurture tutor group</p> <p>EEF Blog: Literacy at the transition - a research summary for... EEF (educationendowmentfoundation.org.uk)</p>	2, 8, 9

<p>Enhanced transition activities, including college tours, treasure hunts for SEN students, and a transition day at TCC in July.</p> <p>Parents' information evening to strengthen home-school partnership and prepare families for the move to secondary school.</p> <p>This programme ensures we know our new students well and can diminish potential differences early.</p> <p>KS3 to GCSE Transition:</p> <p>CLI coordinates a structured programme for Year 9 students, including GCSE taster lessons and mentoring for disadvantaged learners. Activities focus on raising aspiration, building confidence, and supporting informed subject choices.</p> <p>GCSE Options - EBE ensures disadvantaged students are prioritised for appropriate option choices.</p> <p>KS4 to Post 16 Transition:</p> <p>All year 11 students have a destination interview with EBE.</p>		
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<p>Study+ (only for 25-27)</p> <p>A targeted behaviour and engagement programme for students starting KS4 in September 2025 who have repeated behaviour concerns. Students follow a reduced curriculum by dropping one option subject and participate in structured sport-based activities designed to develop leadership, teamwork, communication, and resilience. The programme aims to re-engage learners, improve self-regulation, and build transferable skills that support success in school and beyond.</p>		1, 2, 6
<p>Music mentoring</p> <p>Individualised access to music, instruments, discussion to support student's needs. Opportunities to develop relationships with trusted adults.</p> <p>Primarily aimed at students with SEND but some students are eligible for PP.</p>	Mentoring EEF	6, 8

<p>One-to-One Mentoring with a TA or behaviour support assistant</p> <p><i>This intervention provides targeted, personalised support for students with persistent behaviour challenges. Each student is paired with a Teaching Assistant for regular mentoring sessions focused on improving self-regulation, problem-solving, and positive behaviour choices. The mentoring relationship aims to build trust, reinforce expectations, and help students develop strategies to succeed in lessons and reduce incidents leading to sanctions.</i></p>	<p>Mentoring EEF</p>	<p>6</p>
<p>Monitoring the Disadvantaged Cohort</p> <p>Disadvantaged students will participate in termly surveys and focus groups to share their experiences of teaching, support, and school life.</p> <p>Feedback will be used to refine pastoral and academic support and ensure students feel heard and valued. DBR/CLO</p> <p>Students with dual disadvantage (SEND + PP) are flagged to teachers and tracked centrally to ensure their needs are visible and prioritised in planning and support (CTU)</p>		<p>1-9</p>
<p>Miscellaneous sundries and consumables to support students such as pens and calculators. Support to help students on a case-by-case bases to access the curriculum and extra-curricular opportunities such as trips</p>	<p>To support students when at times lack of the TCC 6 creates a barrier to learning.</p> <p>School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London</p>	<p>7, 3</p>

	<p>schools Research Report, May 2018, Sam Baars, Bart Shaw, Ellie Mulcahy and Loic Menzies –</p> <p>School cultures and practices: supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</p>	
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Total budgeted cost: £240K

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Student outcomes in 2024-25 with reference to our previous Pupil Premium action plan

Intended outcome: to move towards a Progress 8 of 0 and reduce the gap between pupil premium eligible students and non-pupil premium students.

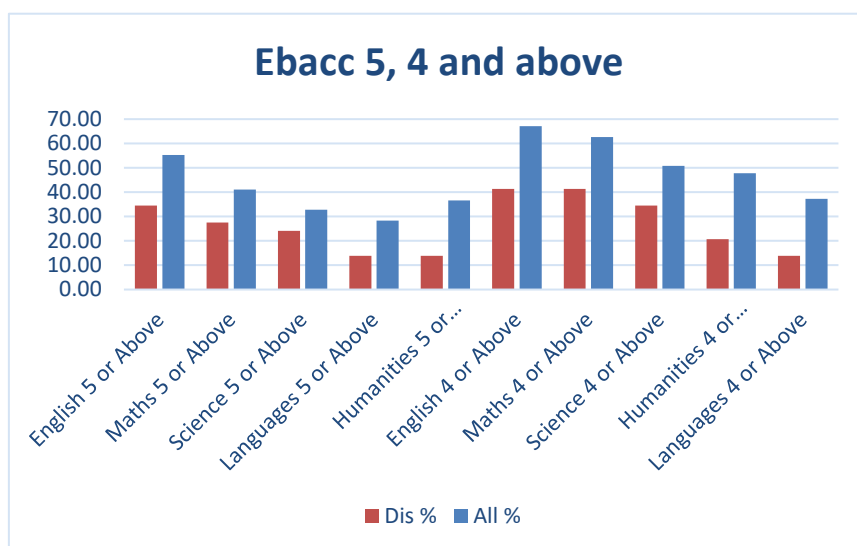
To increase the Attainment 8 to narrow the gap with non-pupil premium eligible students from in line with Cornwall LA

Unfortunately, our pupil premium gap persists despite a range of strategies and interventions to address barriers this is because student academic results are affected by so many factors. Destination data shows the majority of students move on to study at Sixth Form, at a college or start an apprenticeship.

Headline Achievement Data for Students eligible for Pupil Premium Funding in 2024-25

Ebacc 5, 4 and above

2024 2025	Dis %	All %
English 5 or Above	34.48	55.22
Maths 5 or Above	27.59	41.04
Science 5 or Above	24.14	32.84
Languages 5 or Above	13.79	28.36
Humanities 5 or Above	13.79	36.57
English 4 or Above	41.38	67.16
Maths 4 or Above	41.38	62.69
Science 4 or Above	34.48	50.75
Humanities 4 or Above	20.69	47.76
Languages 4 or Above	13.79	37.31



Headline: Ebacc Subject Breakdown – 2024–2025 Performance

This table presents detailed performance data for Ebacc subjects, showing the proportion of students achieving grade 5 and grade 4 or above. It helps identify subject-specific strengths and areas needing support.

English shows the strongest performance among disadvantaged students at Grade 5+, suggesting effective literacy strategies.

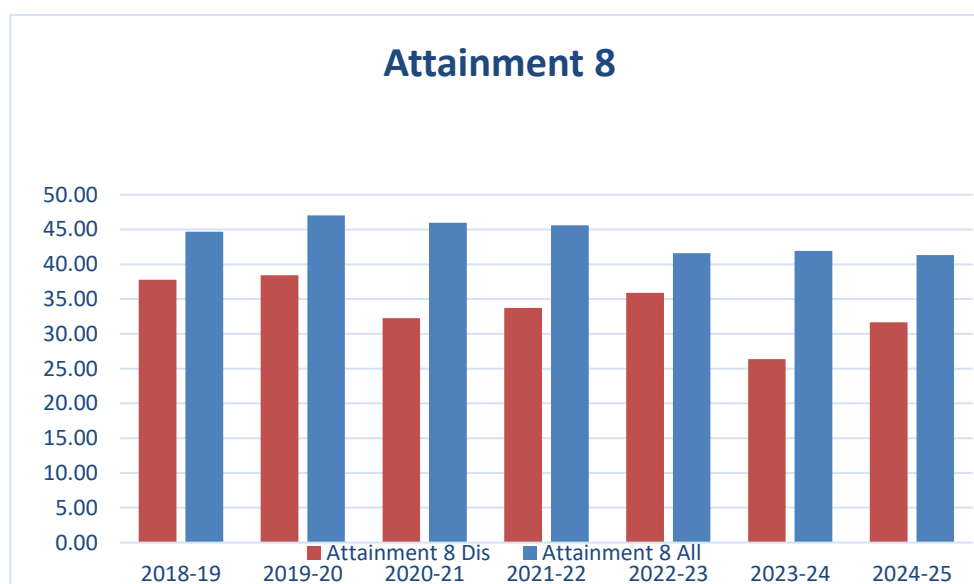
Attainment 8

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Attainment 8 Dis	37.76	38.42	32.27	33.75	35.89	26.36	31.66
Attainment 8 All	44.68	47.01	45.96	45.62	41.62	41.91	41.30

Nationally the average Attainment 8 score for all students is 45.9 in 2025, which has remained the same since 2023/24 and decreased by 0.8 points from 46.7 in 2018/19.

Nationally, the KS4 disadvantage gap index has narrowed slightly compared to 2023/24, from 3.93 to 3.91. Before the pandemic, the gap index had widened, going from 3.66 to 3.70 between 2017 and 2019, before narrowing slightly in 2020 to 3.66 when centre assessed grades were used.

The gap in attainment at TCC is bigger than the national average at 9.64.



Headline: Attainment 8 Trend – 2018 to 2025 (Disadvantaged vs All Students)

This section tracks Attainment 8 scores over seven academic years. It provides insight into long-term progress and the impact of interventions on disadvantaged students compared to the overall cohort.

Attainment 8 scores for all students have declined gradually, while disadvantaged students experienced sharper fluctuations. The 2023–24 dip for disadvantaged students (26.36) was the lowest in the 7-year span, but the 2024–25 recovery to 31.66 suggests recent interventions may be working.

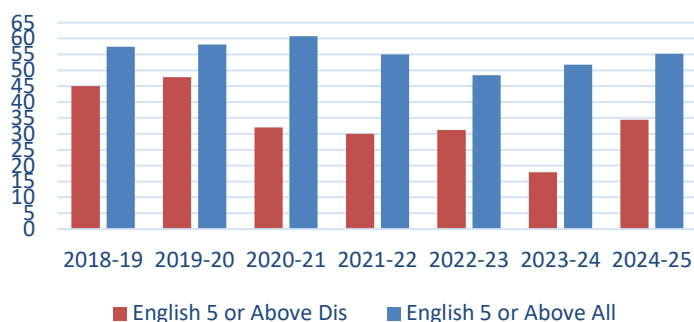
The gap narrowed in the final year, which is a positive sign, though overall performance remains below earlier years.

Please note pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils differently.

Maths and English 5 and above

English	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
English 5 or Above Dis	45	47.83	32	30	31.25	17.86	34.48
English 5 or Above All	57.43	58.14	60.78	55.00	48.41	51.82	55.22
Maths	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Maths 5 or Above Dis	25	34.8	8	30	28.1	14.3	27.6
Maths 5 or Above All	36.6	46.5	29.4	45	40.5	43.8	41

English 5 and above



Headline: English and Maths Grade 5+ Achievement – Yearly Comparison (2018–2025)

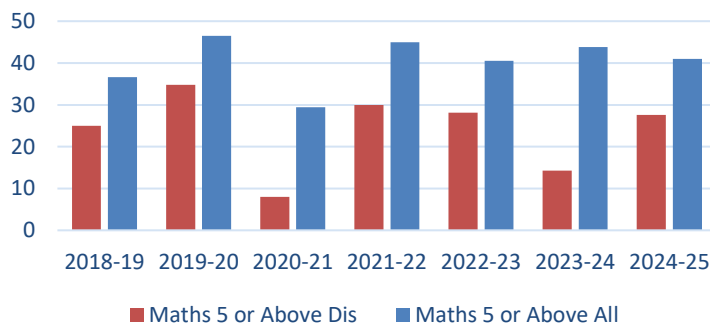
These tables and charts show how performance in English and Maths at grade 5 or above has changed over time. They highlight fluctuations and trends in attainment for both disadvantaged and all students.

English Grade 5+ for disadvantaged students rebounded from a low of 17.86% to 34.48%, nearly doubling in one year.

Maths Grade 5+ also improved significantly for disadvantaged students, from 14.3% to 27.6%.

These improvements suggest that recent support strategies (e.g., tutoring, curriculum changes) may be having a measurable impact.

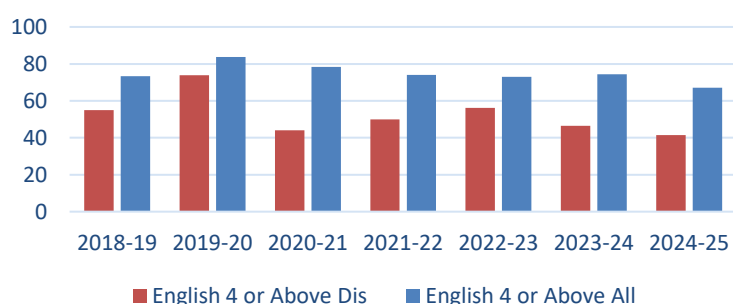
Maths 5 and above



Maths and English 4 and above

English	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
English 4 or Above Dis	55	73.91	44	50	56.25	46.43	41.38
English 4 or Above All	73.27	83.72	78.43	74	73.02	74.45	67.16
Maths	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Maths 4 or Above Dis	65	73.91	40	50	56.25	32.14	41.38
Maths 4 or Above All	72.28	77.91	70.59	73	66.67	66.42	62.69

English 4 and above



Headline: English and Maths Grade 4+ Achievement – Yearly Comparison (2018–2025)

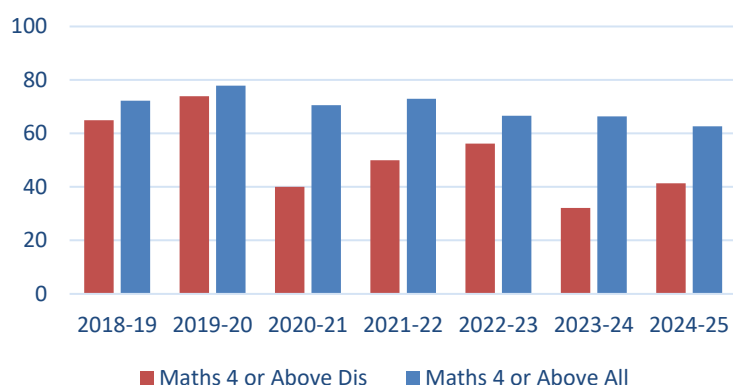
This section focuses on grade 4 or above. It offers a broader view of student attainment and helps assess progress toward minimum expected standards.

Both English and Maths Grade 4+ attainment declined for all students, but the drop was steeper for disadvantaged students.

The gap widened over time, especially in English, where disadvantaged students fell from 73.9% to 41.4%.

Despite the decline, attainment has stabilised in 2024–25, suggesting a potential plateau and opportunity for recovery.

Maths 4 and above



Intended outcome: Increase the number of students in receipt of pupil premium following the Ebacc to be in line with the national average once this is published. National Percentage of pupils entering the EBacc 2024/25 = 40.5%

	% Entered into Ebacc	
	PP dis	Non-PP dis
2018-19	10.00	14.81
2019-20	23.08	33.33
2020-21	4.00	32.47
2021-22	5.00	35.38
2022-23	12.50	13.83
2023-24	23.08	36.70
2024-25	22.20	47.40

There is a rising trend but not enough to meet the national average yet.

Key Outcomes 2024/25 Disadvantage	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
No. of pupils	36	4287	449566
Attainment 8 score	30.9	48.8	50.3
Grade 5 or above in English & Maths	19.40%	49.60%	52.80%
Grade 4 or above in English & Maths	27.80%	71.00%	72.70%
Achieving EBacc at grade 5 or above	5.60%	15.70%	22.50%
Achieving EBacc at grade 4 or above	8.30%	21.30%	30.40%
Entering EBacc	22.20%	31.70%	45.00%
EBacc Average Point Score (APS)	2.76	4.22	4.49
In education, apprenticeships or employed for 2 terms after KS4 (2023 leavers)	91%	93%	94%
Exam entries per pupil, all KS4 qualifications	7.1	7.9	8.2
Exam entries per pupil, GCSEs	7.1	7	7.6

Intended Outcome: Improved reading comprehension for disadvantaged students and increase in the reading ages of disadvantaged students during Key Stage 3 to age related expectations and a decreased number of students with reading ages 2 years or more below their chronological age.

Student reading ages recorded and now on marksheets for all teachers along with whole college focus on reading.

Intended Outcome: To increase the cultural capital of pupil premium students and identify and reduce potential barriers to learning. Excellent teaching to broaden students' knowledge and cultural capital as set out in our teaching and learning strategy.

All students to take part in activities such as employer encounters and can link learning across the curriculum to the skills needed for successful employment and learning later in life.

All year 11 students receive to a careers guidance interview with a level 6 qualified careers advisor with small group and targeted careers support to help students with their career related decision making with the aim of all students having a clear plan for after year 11.

Employer Encounter Programme took place in 2024/25. Range of activities with employers. All year 11 students did have an impartial careers guidance interview and action plan. Pupil Premium students were prioritised for interviews and follow up support e.g. with applications.

Year 11 Mock Interview Day in Hall: 18th October 2024

(afternoon session for PP students with DWP)

Year 9 Employer Encounter in Hall: 11th December 2024

(Parents invited to attend in P.5)

Year 8 Speed networking in Hall: 12th February 2025

Year 10 Speed networking and Future Pathways in Hall: 21st March 2025

(Parents invited to attend in P.5)

Year 7 I love my Job Careers Event in Hall: 20th June 2025

Range of career trips and opportunities took place across the curriculum areas as well as opportunities such as Collee Fashion Show.

Pupil Premium funding used to support some students to access trips.

Compass plus used to log career activities. Registers to track extracurricular attendance.

Intended Outcome: Focus on increasing rates of homework completion for all students and students eligible for pupil premium.

What we did:

- Introduced a system for teachers to record homework non-completion.
- Monitored patterns for pupil premium students and identified those with repeated issues.
- Implemented a TA-led intervention during tutor time: students were collected, supported to complete homework, and given access to resources.
- Increased parental engagement through phone calls to discuss barriers.
- Met with students individually to encourage attendance at homework club.

Impact:

- During the TA-led intervention, homework completion was 100% for targeted students due to structured time and adult support.

- However, once the intervention ended, most students reverted to previous habits of non-completion.
- Parental conversations revealed a key barrier: limited ICT access at home.
- Despite encouragement, uptake of homework club remained low; students expressed a preference to go straight home.

Key Learning:

- Short-term interventions can secure completion but do not build independent habits.
- Structural barriers (ICT access) need addressing alongside motivational strategies.

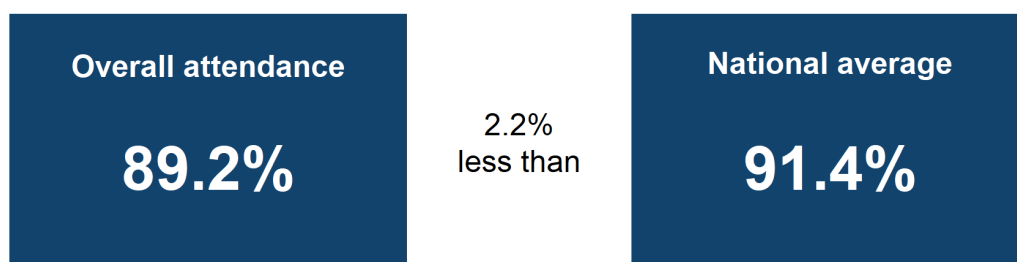
Intended Outcome: To increase the attendance of students in receipt of pupil premium funding and all students after the impact of the Covid-19 pandemic. Small group and targeted support for students' emotional wellbeing to increase attendance for students in receipt of pupil premium funding in line with the attendance of students not in receipt of pupil premium funding.

Attendance monitored by tutor – Steps for Success sessions in tutor time. Attendance rewards for tutor groups with highest attendance.

Headline attendance and absence

Overall attendance and persistent absence figures for pupils in years 7 to 11 compared to the national average. Results are calculated based on data from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.

Overall attendance



Overall attendance is 89.2% which is 2.2% less than the national average.

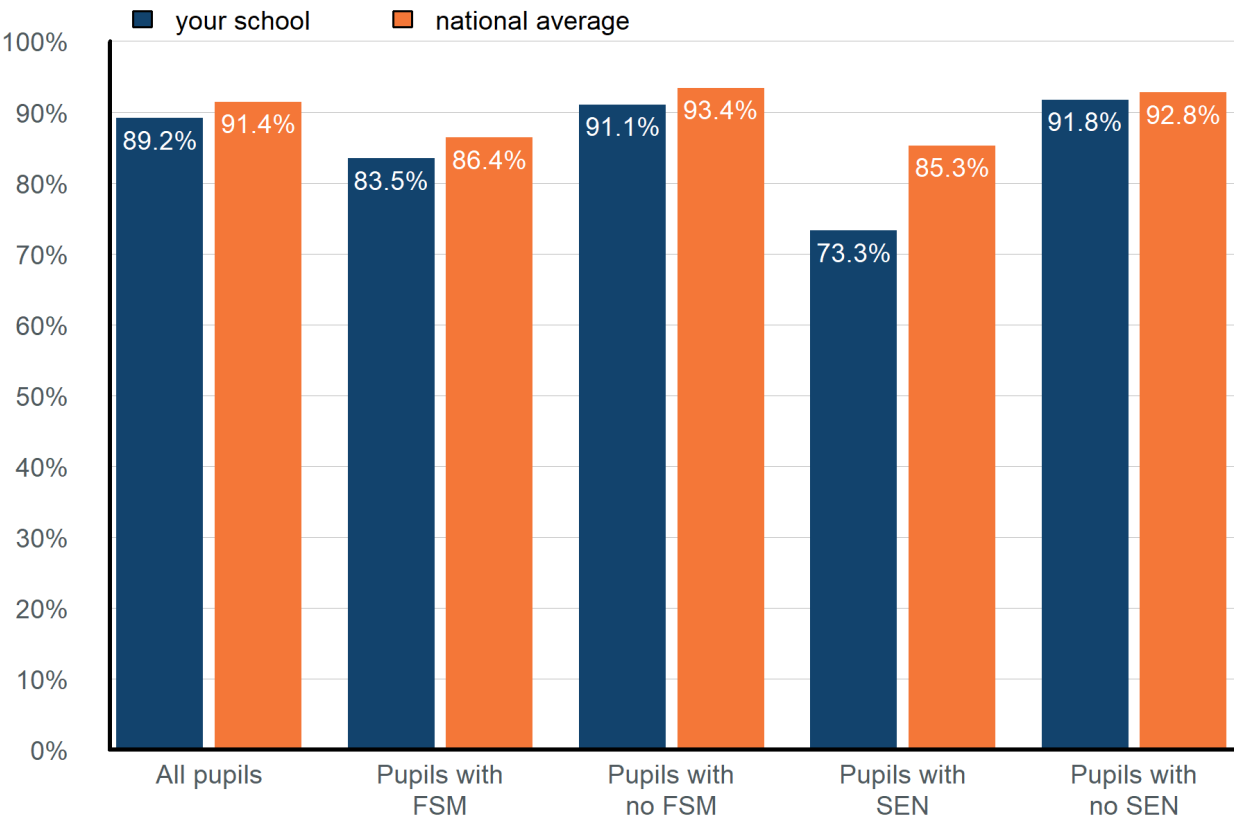
Persistent Absence



Persistent absence is 27.6% which is 4.4% greater than the national average.

Pupil group comparison

Figure 2: Bar chart showing the attendance percentage for pupils with and without free school meals (FSM) and special educational needs (SEN) compared to the national averages. Results are for pupils in years 7 to 11 from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.



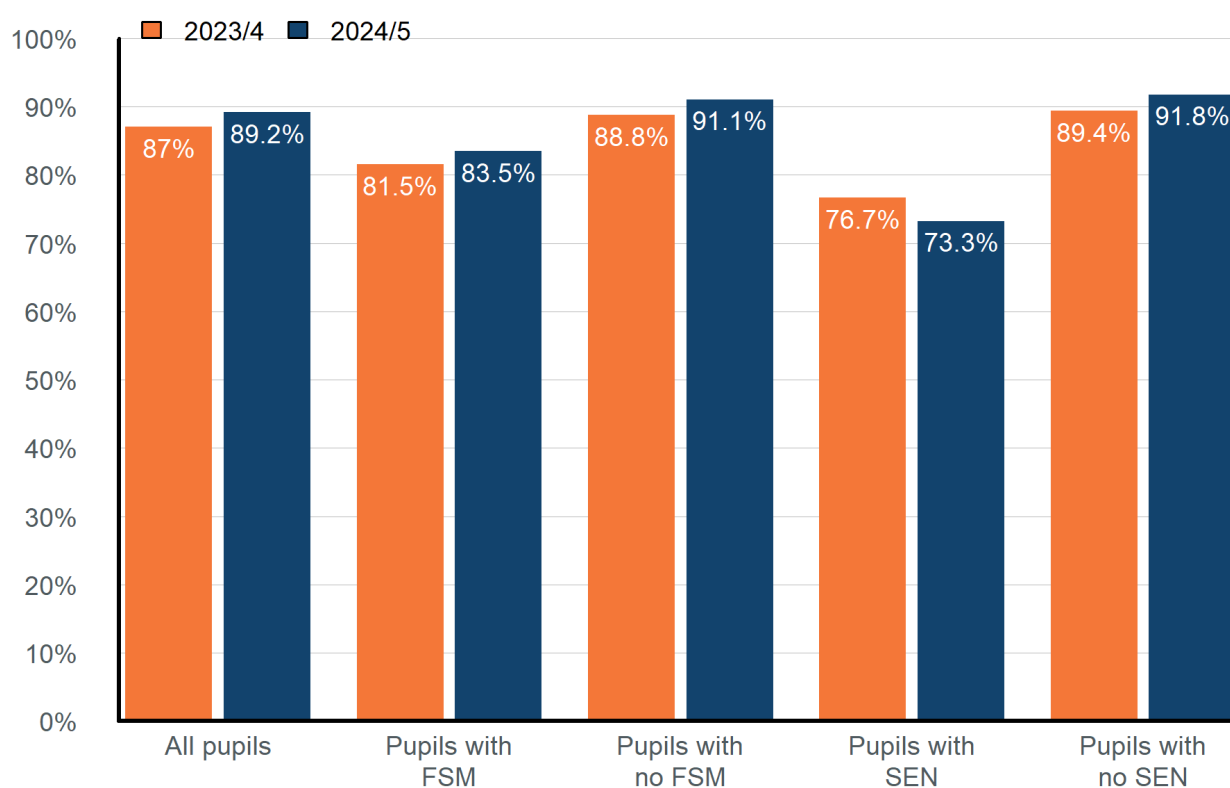
Graph alternative: table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.

Pupil group	Attendance	National average
All pupils	89.2%	91.4%
Pupils with free school meals (FSM)	83.5%	86.4%

Pupils with no FSM	91.1%	93.4%
Pupils with special educational needs (SEN) support	73.3%	85.3%
Pupils with no SEN	91.8%	92.8%

Previous academic year comparison

Figure 3: Bar chart showing the attendance percentage for pupils with and without free school meals (FSM) and special educational needs (SEN) compared to last year. Results are for pupils in years 7 to 11 from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.



Graph alternative: table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025 , compared to the same period last year.

Pupil group	Attendance 2023/4	Attendance 2024/5
All pupils	87%	89.2%
Pupils with free school meals (FSM)	81.5%	83.5%
Pupils with no FSM	88.8%	91.1%
Pupils with special educational needs (SEN) support	76.7%	73.3%

Pupils with no SEN	89.4%	91.8%
<p>There was improvement in attendance for students in receipt of Pupil Premium for disadvantage in 204/25 compared to 2023/24 but increasing attendance for all students including students in receipt of pupil premium towards the national average remains a key priority.</p> <p>Intended Outcome: To provide high quality teaching to all students, based on methods that research shows works. All staff involved in the whole college programme of CPD to support and develop effective teaching.</p> <p>Departments have used Walkthru modules and this work will carry on in 2025/26 to increase collaboration and consistency of approach. CPD took place following the CPD calendar. CPD part of staff PM booklets. Focus on no opt out e.g. using mini whiteboards, MCQs, regular retrieval, low stakes quizzing.</p> <p>Intended Outcome: Further development of the College's STEAM curriculum with covid recovery planning to secure gaps in knowledge due to Covid-19 school closures.</p> <p>Ongoing work- key documents on website to inform students and parents about the curriculum. Curriculum Related Expectations (CRE's) on College website. Assessments aligned to CRE's. 2 more GCSE subjects now presented as options to year 9 in 2025/26.</p>		

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

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>

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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