Pupil Premium Strategy Statement

This statement details St Issey C of E Primary School's use of pupil premium funding in the final year (2026/27) of its 2024–2027 strategy to improve outcomes for disadvantaged pupils.

It sets out the continuing three-year priorities, planned provision for 2026/27, and a review of outcomes from 2025/26. The original 2024/25 evaluation is retained as evidence from the first year of the strategy.

School overview

Detail	2024-25
School name	St Issey Primary School
Number of pupils in school	90 (excluding nursery)
Proportion (%) of pupil premium eligible pupils	18% (16 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	St Issey Local Governing Body
Pupil premium lead	Chris Parham
Governor / Trustee lead	Heather Holder- Powell

Detail	2025 - 26
School name	St Issey Primary School
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	18.9% (17 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Rainbow MAT Trustees
Pupil premium lead	Chris Parham
Trustee lead	Rob Adams

Detail	2026 - 27
School name	St Issey Primary School
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	20.9% (19 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 2027
Date this statement was published	December 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Rainbow MAT Trustees
Pupil premium lead	Chris Parham
Trustee lead	Rob Adams

Funding overview

Detail 24/25	Amount
Pupil premium funding allocation this academic year	£24,463
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£24,463

Detail 25/26	Amount
Pupil premium funding allocation this academic year	£27,942
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£27,942

Detail 26/27	Amount
Pupil premium funding allocation this academic year	£31,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£31,000

Part A: Pupil Premium Strategy Plan

Statement of intent

St Issey C of E Primary School is a small rural and coastal school in St Issey, between Padstow and Wadebridge. We now have 91 pupils on roll, above our expected capacity. Many of our disadvantaged children live in rural and coastal poverty that isn't reflected in IDACI or IDSR data. This isolation limits cultural experiences, so our Living Curriculum aims to counter that.

Below are the key challenges we see for disadvantaged pupils. These sit at the heart of our strategy because they act as the main barriers to achieving in line with national non-disadvantaged peers. We use pupil premium funding to reduce these barriers over time. Our plan focuses on long-term investment rather than one-year fixes; our recent strategy reviews show that disadvantaged pupils' attainment improves the longer they are with us, and by Year 6 the gap in core subjects often narrows significantly.

Impact so far

- 2021/22: the attainment gap closed in reading, writing and maths.
- 2022/23: disadvantaged attainment was higher than non-disadvantaged.
- 2023–2025: Children achieving all ELGs rose from 0% to 50%.

- 2023–2025: Y2 disadvantaged phonics resits were 100%, well above national.
- 2024–2025: Y6 disadvantaged RWM combined moved from 0% to 60%.
- 2025: disadvantaged GDS outcomes exceeded national in most areas
    - Reading 60% (NA 39%)
    - Writing 40% (NA 15.5%)
    - GPS 40% (NA 34%)
    - Combined RWM 20% (NA 10.5%)
- 2023–2025: disadvantaged writing at EXS narrowed to -0.3 from the national.
- 2025/26: Disadvantaged attainment was 100% in KS2 reading and mathematics (two pupils), while writing and combined RWM were 50%.

This reinforces that closing attainment gaps takes time. Long-term investment in high-quality provision is central to our strategy.

Our approach

We invest in initiatives that remove barriers to educational achievement for disadvantaged pupils. Our approach combines:

- high-quality teaching for all
- targeted support for individuals
- wider opportunities that broaden life experiences and build cultural capital

Many of these actions are long-term and focus on tackling entrenched disadvantages that affect early development, home learning and access to education.

2026/27 final-year emphasis. Review of the first two years identifies writing and attendance as priorities aligned with the School Improvement Plan. Teaching improvements in writing will be supported by precise assessment and additional help for disadvantaged pupils. Attendance work will focus on persistent absence, early family contact and practical support. The six original challenges and intended outcomes remain in place; this refines implementation, not the strategy.

Challenges

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

Challenge number	Details of the challenge
1	**Early Years attainment** Not all disadvantaged EYFS children achieve all ELGs, so some do not secure GLD. The gap between disadvantaged and non-disadvantaged is around 20%. Small cohorts influence yearly variation.
2	**Phonics outcomes** Not all disadvantaged Year 1 children meet the phonics screening check standard. The gap between school and national figures is around 50%. Small cohorts affect the data.
3	**KS2 attainment** In 2025, disadvantaged pupils meeting the expected standard in reading, writing and maths at KS2 were around 20% below national. Year-group size continues to affect this.

4	**Attendance and punctuality** Attendance data shows that some of our most vulnerable families continue to struggle with persistent absence or punctuality. Disadvantaged pupils are over-represented among pupils with persistent absence.
5	**Vocabulary and oracy** Vocabulary acquisition and oracy remain areas of concern for disadvantaged pupils. This often links to early speech and language needs. Staff observations show these pupils use less subject-specific vocabulary and contribute less in class.
6	**Family support needs** More families now need support with economic pressures and mental health following the pandemic. The number of disadvantaged pupils has risen, increasing the demand for pastoral and early-help support.

Intended outcomes

This explains the outcomes we aim to achieve **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
More disadvantaged EYFS children achieve all ELGs and secure GLD.	The GLD gap between disadvantaged and non-disadvantaged pupils reduces year on year. At least 60% of disadvantaged pupils secure GLD by the end of this strategy cycle. Ongoing EYFS assessments show improved communication, language and early literacy milestones for disadvantaged pupils.
More disadvantaged Y1 pupils meet the phonics screening check standard.	The school-to-national gap for disadvantaged Y1 pupils reduces each year. At least 80% of disadvantaged pupils meet the standard by the end of the strategy cycle. Disadvantaged Y2 resit outcomes remain high and continue to exceed national averages.
Disadvantaged pupils reach the expected standard in reading, writing and maths at KS2 in line with national outcomes.	The KS2 disadvantaged attainment gap reduces each year. By the end of the strategy cycle, at least 60% of disadvantaged pupils achieve the expected standard in RWM. Internal data shows disadvantaged pupils making strong progress from their starting points.
Disadvantaged pupils attend school regularly and persistent absence is reduced.	The proportion of disadvantaged pupils who are persistently absent falls year on year. Disadvantaged attendance improves to within 2 percentage points of non-disadvantaged pupils. Families identified as at risk engage with early help or attendance support.
Disadvantaged pupils use a wider range of vocabulary and contribute more confidently in class.	Classroom observations show disadvantaged pupils using subject-specific vocabulary more frequently. Oracy assessments or teacher judgments show improved spoken language skills. Disadvantaged pupils contribute more consistently during lessons and discussions.
Disadvantaged families receive timely support that reduces barriers linked to economic pressure or mental health.	Families access school-led and external support earlier. Staff report improved engagement from families receiving support. Reduction in safeguarding, attendance or pastoral concerns linked to unmet family needs.

Activity in academic year 2026–2027 (final year of the 2024–2027 strategy)

The final-year implementation will place particular emphasis on writing and attendance, which are also whole-school improvement priorities. Teaching (for example, CPD, recruitment and retention)

Teaching cost: £17,107

Activity	Evidence that supports this approach	Challenge number
1. Staff training in early language, vocabulary and oracy Whole-staff training on explicit vocabulary instruction and structured talk. Use of dialogic teaching routines across all classes. Coaching for teachers on modeling and revisiting key vocabulary.	The **EEF Early Language Toolkit** highlights the strong impact of high-quality talk and explicit vocabulary teaching on early literacy, especially for disadvantaged pupils. The **EEF Improving Literacy in Key Stage 1** and **Key Stage 2** guidance reports recommend structured talk, direct vocabulary instruction, and language modeling. The **EEF Oral Language Interventions** strand shows **+6 months' impact** on average, with strongest gains for disadvantaged pupils.	1, 5
2. Continued staff development on memory and retrieval practices Training on embedding retrieval, spaced practice and metacognitive routines. Consistent use of working examples and "I do / we do/ you do" modeling to support disadvantaged pupils. Lesson visits focused on clear explanations and scaffolded practice.	The **EEF Metacognition and Self-Regulated Learning** report identifies explicit modeling ("I do, we do") as a high-impact approach, especially for disadvantaged pupils. The **EEF Cognitive Science Approaches** review highlights the effectiveness of retrieval practice, spaced practice and worked examples for long-term learning. The **EEF Improving Teaching** guidance emphasises consistent use of clear explanations and guided practice as key components of high-quality teaching.	1, 2, 3
3. Targeted professional development for Early Years staff Training on early communication and language development. Improving the use of interaction-based approaches with disadvantaged children. Early identification of speech and language needs.	The **EEF Early Years Toolkit** notes that high-quality interactions and language-rich environments have strong impact on communication and language outcomes. The **EEF Preparing for Literacy** guidance recommends training staff to model language, extend children's vocabulary and identify needs early. The **Best Start in Life** DfE early years evidence base stresses the importance of skilled adults in supporting speaking, listening and early literacy for disadvantaged children.	1, 5

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

Targeted academic support cost: £4,435

Activity	Evidence that supports this approach	Challenge number
4. KS1 and KS2 structured intervention programme Daily phonics catch-up for disadvantaged pupils in Y1 and Y2. Small-group reading fluency sessions using repeated reading. Precision teaching for spelling and number facts.	The **EEF Phonics** strand shows **high impact (+5 months)**, especially for disadvantaged pupils, when daily systematic phonics catch-up is used. The **EEF Reading Comprehension and Reading Fluency** guidance highlights repeated reading and small-group fluency work as effective in improving accuracy, pace and understanding. The **EEF Teaching and Learning Toolkit** identifies **precision teaching** and short, frequent practice sessions as effective for securing core skills such as spelling and number facts. EEF evidence shows that structured interventions, delivered by trained adults, have stronger impact when they run alongside high-quality class teaching.	2, 3, 5
5. TA-led afternoon support in Y3–Y6 Time for structured interventions in reading, writing and maths. Focus on core skills that hold disadvantaged pupils back (fluency, vocabulary, sentence construction, recall of number facts). Frequent short sessions rather than long blocks.	The **EEF Making Best Use of Teaching Assistants** guidance recommends structured, evidence-based interventions delivered by trained TAs, noting improved outcomes when sessions are frequent, brief and tightly focused. The **EEF Improving Literacy (KS2)** and **Improving Mathematics (KS2)** reports highlight the effectiveness of targeted small-group work for vocabulary, sentence construction and number fact recall. Research within the EEF Toolkit shows that targeted small-group tuition can make **+4 months' progress**, with greater impact for disadvantaged pupils. Cognitive science research supports short, regular sessions, which strengthen retention of key knowledge and skills through spaced practice.	1, 2, 3

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

Wider strategies cost: £9,458

Activity	Evidence that supports this approach	Challenge number
6. Strengthened attendance support programme Early contact with families showing falling attendance. Pastoral support meetings with clear, simple attendance goals. Weekly attendance check-ins for identified pupils.	The **DfE Improving School Attendance (2022)** guidance identifies early intervention, clear expectations and regular contact with families as key to improving attendance. Research shows that consistent routines and early conversations reduce the risk of persistent absence, especially for disadvantaged pupils. The EEF notes that wider pastoral support can remove non-academic barriers that limit attendance.	4
7. Pastoral and family support for disadvantaged households Early help referrals where concerns remain. Direct support with uniform, food and essential costs. Contact with parents who need quick advice	The **EEF Teaching and Learning Toolkit** highlights that social and emotional support can improve engagement and academic outcomes. DfE and Early Help frameworks show that coordinated pastoral support reduces escalating concerns and improves family stability. Providing practical help (uniform, food, essentials) reduces stressors that disproportionately affect disadvantaged families.	4, 6
8. TIS and emotional literacy-led work Staff coached in regulation strategies and supportive language. Links made between emotional literacy and vocabulary development.	The **EEF Social and Emotional Learning** strand shows **+4 months' impact**, particularly when approaches build emotional regulation and self-management. Work that strengthens language for feelings links directly to improved vocabulary development and classroom engagement. Consistent adult modeling of regulation supports pupils with trauma or anxiety.	6
9. Subsidised residentials, music tuition and enrichment Funding for residential trips, curriculum visits and local experiences. Priority for disadvantaged pupils. Focus on broadening cultural capital and removing financial barriers.	The **EEF Arts Participation** strand shows benefits for confidence, motivation and engagement for disadvantaged pupils. Cultural capital is emphasised in the **EEF Wider Strategies** guidance as a driver for long-term attainment. Removing financial barriers increases participation: participation is strongly correlated with improved attendance and self-belief.	3, 5, 6
10. Structured home–school support Coaching parents on reading routines, homework support and attendance expectations. Simple, clear home-learning tasks designed to help disadvantaged children build fluency.	The **EEF Working with Parents to Support Learning** guidance highlights simple, clear routines and short, focused activities as most effective—especially for disadvantaged families. Coaching parents on reading and homework routines can improve fluency and confidence. Avoiding heavy or complex home-learning tasks increases engagement from hard-to-reach families.	6

11. Surfing and outdoor coastal experiences Weekly surfing sessions for disadvantaged pupils to build confidence, resilience and physical regulation. Supports attendance by giving children a reason to come in on key days. Helps develop language, cooperation and social skills in a non-classroom setting. Uses our local coastline to broaden cultural capital and access experiences many families can't provide.	Outdoor learning and adventure programmes in the **EEF Toolkit** show positive effects on self-confidence, resilience and social skills. Physical activity is linked to better behaviour and improved attendance for identified pupils. Structured outdoor activities give children positive reasons to attend school and develop language through shared experiences.	4,5,6
12. Daily fruit and healthy snacks for disadvantaged pupils Free fruit available daily for disadvantaged pupils across KS2. Supports concentration and readiness to learn. Reduces pressure on families struggling with food costs. Links to children's wellbeing and contributes to more settled starts to the day.	The **School Food Plan** and wider DfE evidence show that healthy snacks contribute to better concentration and readiness to learn. Reduced hunger has a direct positive link to behaviour, wellbeing and engagement. Offering fruit removes a small but significant financial barrier for disadvantaged families.	1, 6

Activity budget: £31,000.

Part B: Review of outcomes — 2024/25 (first year of the strategy; retained for comparison)

Attainment

Our aim is for disadvantaged pupils to make strong progress over time so gaps narrow by the end of Key Stage 2. This year's data shows clear improvement, especially for pupils who have been with us longer.

Early Years Foundation Stage

Cohort disadvantaged: 4 pupils
Source: Core Stats - Desktop Monitoring 2025

EYFS Outcomes (Disadvantaged)

Measure	Disadvantaged	Notes
Achieved all ELGs	50%	Improved from very low starting points
GLD	50%	Language delay continues to affect early attainment

Phonics

Source: Core Stats Desk Top Monitoring 2025

Year 1 Phonics Screening (Disadvantaged)

Cohort PP	Passed	Percentage
3 pupils	1	33%

Year 2 Phonics Resit (Disadvantaged)

Cohort PP	Passed	Percentage
1 pupil	1	100%

Summary: The one disadvantaged Year 2 pupil who retook the check met the standard.

Key Stage 2 Outcomes (Disadvantaged)

Cohort disadvantaged: 5 pupils
Sources: Core Stats KS2 DTM summary, Desk Top Monitoring 2025, Cornwall comparison tables

KS2 Expected Standard+ (Disadvantaged)

Subject	PP % EXS	National Disadvantaged	Notes
Reading	60%	80%	3/5 meeting expected standard
Writing (TA)	60%	77%	3/5 meeting expected standard
Maths	60%	80%	3/5 meeting expected standard
GPS	60%	78%	3/5 meeting expected standard
RWM Combined	60%	68% (approx.)	3/5 meeting expected standard

KS2 Greater Depth (Disadvantaged)

Subject	PP % GDS	National Disadvantaged	Notes
Reading	60%	39%	Very strong
Writing	40%	15.5%	Well above NA
Maths	20%	31%	1/5 meeting greater depth
GPS	40%	34%	Above NA
RWM Combined	20%	10%	Double NA

KS2 Scaled Scores (Disadvantaged) Three-year average

Subject	PP Average SS	Non PP Average SS	Difference
Reading	106.1	109.5	-3.4
Maths	103.1	105.4	-2.3
Writing (not a scaled-score measure)	Not applicable	Not applicable	Not applicable

Attendance

Persistent Absence (Disadvantaged)

Year	% of all PA pupils who were disadvantaged
2024/25	42%

Summary: Of the 12 children who were PA in 2024/25, five of them were disadvantaged.

Wellbeing, Behaviour and Relationships

Pastoral & Wellbeing Support (Qualitative Summary)

Area	Impact on Disadvantaged Pupils
TIS	Improved regulation and language for feelings
Pastoral contact	Better relationships with families and higher engagement
Fruit/snacks	Better readiness to learn
Surfing/Venture Zone	Improved confidence, teamwork and motivation
Nurture/small groups	Reduced dysregulation and increased classroom engagement

Wellbeing, behaviour and relationships — 2025/26 review

Trauma-informed approaches, pastoral contact, nurture provision and practical family support continued during 2025/26. Staff report benefits for emotional awareness, relationships and engagement, but these are qualitative observations rather than measured causal impacts. Fruit and healthy snacks remained available to help reduce barriers to readiness for learning.

The Autumn 2026 parent survey provides whole-school context rather than pupil premium-specific evidence. The school will continue to monitor the impact of pastoral support through attendance, engagement, individual review records and family contact.

Curriculum and Enrichment

PP Participation in Enrichment

Activity	Participation	Notes
Residentials & trips	High	No PP child missed out due to cost
Surfing/outdoor experiences	High	Strong engagement and confidence
Wider curriculum enrichment	High	Positive impact on vocabulary & motivation
Music tuition (where offered)	Available if needed	Funded through PP

Impact Summary

Summary Table: Disadvantaged Outcomes 2024/25

Area	Summary of Impact
EYFS	Improved ELG outcomes from low starting points
Phonics	All PP pupils secured phonics by end of KS1
KS2	⅗ of disadvantaged met the expected standard and Strong GDS outcomes were well above national
Attendance	Progress made on PA but still too high for disadvantaged children
Wellbeing	Better regulation, confidence and engagement
Enrichment	High participation; improved motivation and vocabulary

Going Forward

A focus remains on early language, vocabulary, memory strategies, attendance support and rich curriculum experiences. The 2025 outcomes show that long-term investment is having a positive impact.

Externally provided programmes

Programme	Provider
N/a	

Part B: Review of outcomes in 2025/26

Second-year evaluation of the 2024–2027 strategy. Figures relate to different small cohorts in each academic year; percentage changes must not be interpreted as individual pupil progress.

Attainment and progress

Measure	2024/25	2025/26
EYFS disadvantaged/FSM GLD	50% (2 of 4)	100% (2 of 2 FSM; definition differs)
Year 1 disadvantaged phonics	33% (1 of 3)	100% (2 of 2)
Year 2 disadvantaged phonics resit	100% (1 of 1)	66.7% (2 of 3)
KS2 disadvantaged reading EXS	60% (3 of 5)	100% (2 of 2)
KS2 disadvantaged writing EXS	60% (3 of 5)	50% (1 of 2)
KS2 disadvantaged maths EXS	60% (3 of 5)	100% (2 of 2)
KS2 disadvantaged combined RWM EXS	60% (3 of 5)	50% (1 of 2)

The 2026 KS2 disadvantaged cohort comprised two pupils. Reading and mathematics attainment was strong, but writing remained the weakest area. Provisional disadvantaged progress measures were reading -1.25, writing -7.79 and mathematics -0.62. Whole-school writing progress was also negative (-2.91), indicating a wider teaching priority. Small cohort sizes limit the conclusions we can draw.

The 2026 Year 1 phonics result met the strategy's 80% ambition for that cohort. Year 2 resit results were weaker than in 2024/25, so phonics catch-up remains relevant. EYFS outcomes were positive.

Attendance and persistent absence

The 2025/26 Attendance History Report (18 Reception–Year 6 pupils) recorded approximately 89.44% attendance, with 8 of 18 below 90%. The evidence indicates that disadvantaged attendance and persistent absence remain a substantial barrier. The strategy's target of bringing PP attendance to within two percentage points of non-PP pupils has not yet been demonstrated. Family-level work, early contact, monitoring and support will remain priorities in 2026/27.

Evaluation against the six original challenges

1. EYFS attainment — Encouraging 2026 GLD outcome; retain early language and high-quality EYFS teaching.

2. Phonics — Year 1 improvement is positive; Year 2 catch-up remains necessary.

3. KS2 attainment — Reading and maths outcomes are positive; writing attainment and progress require sharper action.

4. Attendance and punctuality — Persistent absence remains high in the PP group; continue tailored attendance and family support.

5. Vocabulary and oracy — Continue established approaches; obtain classroom/assessment evidence before claiming measured impact.

6. Family support — Continue pastoral and practical support; continue targeted pastoral contact and practical family support; review engagement and attendance alongside individual case records.

Curriculum and Enrichment

Pupil Premium Participation in Enrichment – 2025/26 Review

Throughout 2025/26, St Issey continued to provide a broad programme of curriculum enrichment, with particular emphasis on removing financial barriers for disadvantaged pupils.

The school's Living Curriculum recognises that rural and coastal isolation can limit children's access to cultural, educational and recreational experiences. Residential visits, outdoor education and wider enrichment are therefore central to the school's approach to supporting disadvantaged pupils.

Residential Visits

All disadvantaged pupils participated in the residential visits offered to their year groups during 2025/26.

Year Group	Residential Destination
Year 2	YHA Boswinger, Cornwall
Year 3	Bath and Bristol
Year 4	Dartmoor
Year 5	Manchester
Year 6	Lake District

These residential experiences gave pupils opportunities to develop independence, confidence, resilience, and relationships, while broadening their experiences beyond their immediate community.

No disadvantaged pupil missed their year group's residential visit because of financial barriers. This reflects the school's commitment to equitable access.

Wider Curriculum Enrichment

Activity	Participation and Impact
Swimming	100% of Year 6 pupils, including all disadvantaged pupils, met the national curriculum swimming and water safety requirements in 2025/26.
Surfing	All Year 6 pupils, including disadvantaged pupils, developed the ability to surf following ten lessons delivered over two years in Key Stage 2.

Pupil premium climbing club	A dedicated climbing club for disadvantaged pupils operated during 2025/26, funded through school fundraising rather than the pupil premium allocation.
Outdoor learning	Continued opportunities for physical activity, teamwork, practical learning and personal development through the school's outdoor curriculum.
Music tuition	Financial support remained available where required to remove barriers to participation.
Wider educational experiences	Curriculum visits and enrichment activities continued to provide opportunities to develop cultural awareness, vocabulary and wider knowledge.

Evaluation

The school has maintained its commitment to providing disadvantaged pupils with full access to educational experiences beyond the classroom.

Participation in residential visits provides clear evidence that financial disadvantage has not prevented pupils from accessing these opportunities.

All Year 6 pupils met swimming requirements and developed surfing skills, demonstrating strong outcomes from the school's sustained investment in physical education and outdoor learning.

The additional pupil premium climbing club further demonstrates the school's commitment to using fundraising alongside its pupil premium allocation to extend opportunities for disadvantaged pupils.

The Autumn 2026 parent survey provides supporting whole-school evidence, with 91% of respondents agreeing that St Issey supports their child's wider personal development.

Priorities for 2026/27

Writing: strengthen consistent whole-class writing instruction and assessment; use existing TA-led and precision teaching provision for identified disadvantaged pupils; review pupil work and progress at agreed points during the year.

Attendance: monitor disadvantaged attendance and persistent absence against non-disadvantaged pupils; respond early to declining attendance; use individual support plans and family engagement where needed.

Continue phonics, early language, pastoral support and enrichment provision. Maintain financial assistance for residential visits, outdoor learning, and wider opportunities; monitor disadvantaged participation; and use these experiences to develop vocabulary, oral language, and purposeful writing. The existing twelve activities remain in place across the strategy.