

## Liskeard School Pupil Premium Strategy Statement

### School overview

Detail	Data
Number of pupils in school	1125
Proportion (%) of pupil premium eligible pupils	31.28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2025/26 - 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Dan Wendon (Headteacher)
Pupil premium lead	Wendy Birkbeck (Assistant Head teacher)
Governor / Trustee lead	Claire Moss (PP Governor)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£350,195
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£53,307
<b>Total budget for this academic year</b> <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>	£403,502

## Part A: Pupil premium strategy plan

### Statement of intent

Our strategy aims to ensure every pupil—particularly those eligible for Pupil Premium—feels valued, connected, and able to thrive within our school community. Research shows that a strong sense of belonging improves attendance, engagement, and academic outcomes.

The school draws on research evidence (such as the Education Endowment Fund) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels.

This is a new Pupil Premium Strategy for 2025-2028. It builds on the achievements of the hugely successful previous three year plan whilst taking into account the new challenges facing young people in our local area. We are highly ambitious with our aims, we believe that with great challenge, comes great opportunity.

The focus for 2025-28 will be on three specific strands:

- **Relationships and Representation** – Ensuring students feel a sense of belonging to the school and that they have a voice in shaping school life.
- **Connection and Support** – Strengthening pastoral systems and opportunities for positive participation.
- **Removing barriers to learning** – Prioritising building Inclusion into the core curriculum offer, not as a bolt on. Basing intervention on assessment to ensure intervention addresses specific difficulties.

#### **Relationships and Representation**

Students who have a sense of belonging in school feel accepted, valued and included in the school community. A sense of belonging is more than feeling welcome, it is about students feeling that they fit in, are respected, that adults care about them, want them to attend, and miss them when they don't. Many Pupil Premium students have added barriers to feeling this way, hence this strategy focuses on creating opportunities to promote a strong culture of belonging for all students.

#### **Connection and Support**

High quality pastoral support is at the heart of every successful school. Many disadvantaged students need a higher degree of pastoral care than most, hence the decision to use pupil premium funding to provide a range of tiered support, appropriate for all students who are in need. Committing time and energy to helping staff develop trusted relationships with students is a key part of helping students feel valued and supported in school. Added to this, disadvantaged students living in Cornwall need the support of high quality careers advice alongside exposure to a wide range of career pathways. Cornish disadvantaged students have just as much potential as anyone else, however they often aim lower because they

have fewer opportunities around them, and require significant input to ensure their eyes are opened to a full range of potential career opportunities.

### Removing barriers to learning

A significant proportion of our Pupil Premium funding is used to purchase assessment systems which rigorously pinpoint specific areas of need, From there, interventions and support can be tailored to students individual needs. In addition, reading is integral to our strategy to support disadvantaged students to progress because research shows that without a broad and rich vocabulary, and without the ability to read fluently students struggle to access the full curriculum and struggle to reach their full potential either academically, socially, or emotionally.

## Challenges

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

Challenge number	Detail of challenge																						
1	<p><b><u>Attainment</u></b></p> <p>In 2025 we have no progress 8 data but there is a historical Gap that reduces every year.</p> <table><tr><th>Year</th><th>Gap</th></tr><tr><td>2022</td><td>-0.45</td></tr><tr><td>2023</td><td>-0.09</td></tr><tr><td>2024</td><td>-0.09</td></tr><tr><td>2025</td><td>N/A</td></tr></table> <p>Disadvantaged students are still performing lower than their peers at KS4 <i>(progress 8 is not available for 2025 as these students did not sit SATS)</i></p> <table><tr><th></th><th>2024</th><th>2025</th></tr><tr><td>Progress 8 gap</td><td>-0.68</td><td>Data not available</td></tr><tr><td>Attainment 8</td><td>-0.12</td><td>-1.07</td></tr><tr><td>Gap in % achieving Grade 4 in English and Maths</td><td>23%</td><td>15.1%</td></tr></table>	Year	Gap	2022	-0.45	2023	-0.09	2024	-0.09	2025	N/A		2024	2025	Progress 8 gap	-0.68	Data not available	Attainment 8	-0.12	-1.07	Gap in % achieving Grade 4 in English and Maths	23%	15.1%
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	Gap in % achieving Grade 5 in English and Math's	29%	16.1%										
2	<b><u>Reading</u></b> Diagnostic assessments show that many disadvantaged students are not as proficient readers as non-disadvantaged students. Being able to read fluently is a key predictor of exam success, so is an issue that needs to be rectified.												
3	<b><u>Attendance</u></b> Whilst attendance data for disadvantaged students is an improving picture, it is still not in line with non-disadvantaged. They are also twice as likely to be persistently absent. <table border="1"><tr><td></td><td>Disadvantaged</td><td>Non-disadvantaged</td></tr><tr><td>Attendance 2023-24</td><td>81%</td><td>89%</td></tr><tr><td>Attendance 2024-25</td><td>88.9%</td><td>92.8%</td></tr></table>					Disadvantaged	Non-disadvantaged	Attendance 2023-24	81%	89%	Attendance 2024-25	88.9%	92.8%
	Disadvantaged	Non-disadvantaged											
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4	<b><u>Behaviour</u></b> A poor attitude to learning and low-level disruption results in lower outcomes for all. Our observations suggest many lower attaining disadvantaged pupils lack resilience and self-regulation strategies.  Data analysis shows a disproportionate number of disadvantaged students have the highest behaviour points and number of suspensions compared to non-disadvantaged students.  In 2024/25 disadvantaged students made up 59.57% of suspensions compared to 60.53% in 2023/24. In the first ½ term of 2025/26 70.66% of suspensions were for disadvantaged students, compared to 54.12% in 2024-5.												
5	<b><u>Hardship</u></b> Financial hardship presents a barrier to learning in multiple ways, including a reduced ability to buy uniform, equipment, trips and visits, which are necessary to facilitate a sense of belonging.												

## 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
Students feel accepted, valued and respected in the school community.	90% of students to report this through student surveys.

Students engage with leadership roles and feel they have a voice.	<p>50% increase in the number of student leadership positions on offer (148 in place for September 2025)</p> <p>Increase in disadvantaged student representation from 30% currently to 50%.</p>
Students build relationships with staff, peers and their wider community.	Disadvantaged students engage in extra curricular trips, visits and clubs in line with non-disadvantaged students.
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<p>Sustained high attendance demonstrated by:</p> <p>The overall absence rate for all students being in line with the national average. <b>Outcome:</b> Our current attendance % is 92.6% (as of 10/11/25) 0.3% below national average but 0.2% above the Cornish average.</p> <p>A narrowing of the attendance gap between disadvantaged and non-disadvantaged students. <b>Outcome:</b> This can be evidenced by the improvement of overall attendance rates and the narrowing of attendance gaps over the 24/25 academic year.</p> <p>A reduction in the amount of unauthorised absence between disadvantaged and non-disadvantaged students. <b>Outcome:</b> Due to changes in expectations regarding attendance protocols with the Trust, unauthorised attendance has increased but this has supported a more effective approach to supporting positive attendance rates within the school.</p>
Improved behaviour and self-regulatory skills among disadvantaged students across all subjects.	<p>For disadvantaged and non-disadvantaged students to have proportionate representation in behaviour and suspension data. <b>Outcome:</b> Students from disadvantaged backgrounds are still more likely to be at risk of suspension. However, suspension rates are now below the Cornish average for disadvantaged students.</p> <p>A reduction in repeat suspensions for both disadvantaged and non-disadvantaged students. <b>Outcome:</b> This reduction of repeated suspensions for disadvantaged students is evident but there are students</p>

	<p>who continue to be at risk of repeated suspension.</p> <p>Quality assurance processes to show high levels of attention in lessons for all students, including disadvantaged.</p>
Disadvantaged students to be able to read fluently in line with their peers.	<p>Disadvantaged students taking part in the Thinking Reading programme will have reached their chronological reading age.</p> <p>Reading tests to show a narrowing of the gap between the progress disadvantaged students make in their reading compared to non-disadvantaged.</p>
Improved attainment among disadvantaged students across the curriculum and particularly at the end of KS4.	Disadvantaged students to achieve in line with non-disadvantaged students in terms of numbers achieving Grade 4 and Grade 5 in English and Maths.
Increased levels of wellbeing by having a range of well-trained trusted adults in school.	<p>Students to receive a tiered level of support from the pastoral, learning support and safeguarding team with access to external services where necessary.</p> <p>90% of students to indicate that they have at least one trusted adult in school this through student surveys. (Sept 2025 baseline figure – 70%).</p>
Increased aspiration and understanding of wider careers pathways beyond what students see on offer in Liskeard.	At least 95% of Pupil Premium students in Years 9-11 will participate in at least two meaningful employer encounters, and 90% will report increased career confidence.

### 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: 71,144

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fund a Student Leadership Co-ordinator to increase the number and range of student leadership opportunities on offer in school.</p> <p>£4,944</p>	<p><a href="https://dera.ioe.ac.uk/id/eprint/9152/1/download%3Fid%3D17402%26filename%3Dstudent-leadership-summary.pdf">https://dera.ioe.ac.uk/id/eprint/9152/1/download%3Fid%3D17402%26filename%3Dstudent-leadership-summary.pdf</a></p> <p>This research demonstrates the powerful role student leadership can have in whole school improvement.</p>	3,4
<p>Continue to provide leadership positions to co-ordinate the Thinking Reading intervention programme and the Tutor Reading Programme.</p> <p>Cost: £4,944 (Thinking Reading)</p> <p>Cost: £4,933 (Tutor Reading)</p>	<p>DfE suggest that the impact of leadership is second only to the impact of classroom teachers on student outcomes.</p>	1, 2
<p>Continue to fund a Behaviour Manager to help avoid repeated cycles of suspension and increase learning time.</p> <p>£29,313</p>	<p><a href="https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf">https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf</a></p> <p>This research found: on average, the association between being absent from school and KS4 outcomes is worse for disadvantaged students than their more affluent peers.</p>	4
<p>Continue to have an EAL co-ordinator to help support an increasing number of EAL students</p>	<p><a href="https://www.bell-foundation.org.uk/app/uploads/2020/09/Integrating-students-guidance-FV.pdf">https://www.bell-foundation.org.uk/app/uploads/2020/09/Integrating-students-guidance-FV.pdf</a></p>	1

<p>integrate and thrive in school.</p> <p>£3848</p>	<p>This research provides specific guidance around best practice to support EAL students.</p>	
<p>The appointment of a Careers Lead to provide strategic co-ordination and clear accountability for the schools career programme.</p> <p>17,162</p> <p>The provision of 1:1 careers interviews with a qualified careers advisor for every student in Year 11</p> <p>£6000</p>	<p><a href="https://www.careersandenterprise.co.uk/news/strongest-evidence-yet/">https://www.careersandenterprise.co.uk/news/strongest-evidence-yet/</a></p> <p>CEC's April 2025 analysis found that <i>higher quality careers provision</i> (which often involves strong careers leadership) is causally linked to <b>increased career readiness</b>: students in schools achieving all 8 Gatsby Benchmarks made larger gains in readiness and workplace skills over time. <a href="#">The Careers and Enterprise Company</a></p> <p>This suggests that good leadership in careers provision doesn't just look good on paper — it actually <i>affects students' confidence, skills, and decision-making</i></p> <p><a href="https://socialmobility.independent-commission.uk/blogs/long-read-pathways-to-success-how-employer-outreach-programmes-can-help-disadvantaged-young-people-feel-career-ready/">https://socialmobility.independent-commission.uk/blogs/long-read-pathways-to-success-how-employer-outreach-programmes-can-help-disadvantaged-young-people-feel-career-ready/</a></p> <p>The Social Mobility Commission (SMC) has highlighted how <b>employer outreach and social capital-building</b> are especially valuable for disadvantaged youth. Their research argues that outreach programmes (like work experience, mentoring) can “boost social capital” and make students feel more “career ready.”</p>	1

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

Budgeted cost: £188,901

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (GL assessments)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	1,2



<p>Training will be provided for staff to ensure assessments are interpreted correctly.</p> <p>CAT4 will be used as an assessment of developed abilities in areas known to make a difference to learning and achievement – namely verbal, non-verbal, quantitative and spatial reasoning – to provide an analysis of potential student achievement.</p> <p><a href="https://www.gi-assessment.co.uk/assessments/secondary/transition-from-primary/cat4-for-secondary/">https://www.gi-assessment.co.uk/assessments/secondary/transition-from-primary/cat4-for-secondary/</a></p> <p>The analysis of the results of reading assessments will be used to identify reading ages and create personalized reading intervention plans.</p> <p>Single assessment of all students, followed by termly assessments for those for whom it is deemed necessary.</p> <p><a href="https://www.gi-assessment.co.uk/assessments/products/new-group-reading-test-for-secondary/">https://www.gi-assessment.co.uk/assessments/products/new-group-reading-test-for-secondary/</a></p> <p>£14,598</p> <p>Additional diagnostic tests (eg: lucid) used as necessary £927</p> <p>Cost: £15,525</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf">https://educationendowmentfoundation.org.uk/public/files/Review of Attainment Measures final.pdf</a></p> <p><a href="https://www.gi-assessment.co.uk/news-hub/blogs/back-to-school-supporting-children-with-reading-on-return-to-school/">https://www.gi-assessment.co.uk/news-hub/blogs/back-to-school-supporting-children-with-reading-on-return-to-school/</a></p>	
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<p>Provide every student in KS4 with a revision guide for their core subjects.</p> <p>£3000</p> <p>Provide every student with access to high quality online revision programmes and ICT support to support their progress.</p> <p>SPARX Maths: £2000 SPARX Reader: £4500 Supporting Maths materials: £2000 Carousel Science: £785</p> <p>Read &amp; Write programme £2500</p>	<p>Teaching students' metacognitive revision strategies is key to raising attainment: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>Research conducted by the University of Cambridge shows that regular use of Sparx boosts attainment and progress in Maths: <a href="https://www.educ.cam.ac.uk/research/programmes/sparx/">https://www.educ.cam.ac.uk/research/programmes/sparx/</a></p>	1,2
<p>To continue to fund a suitable reading scheme (Thinking Reading) to boost the reading ages of the bottom performing 20% of readers.</p> <p>£2000</p>	<p>Thinking Reading is based on the following research: <a href="https://www.theschoolpsychologyservice.com/wp-content/uploads/2020/11/What-Works-for-Literacy-Difficulties-6th-Edition-2020.pdf">https://www.theschoolpsychologyservice.com/wp-content/uploads/2020/11/What-Works-for-Literacy-Difficulties-6th-Edition-2020.pdf</a></p> <p>Schools using the programme report an average of two months progress in reading age per half hour lesson.</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Math's and English:  <a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a></p>	1,2
<p>To train and use SEN Leads and TAs to deliver intervention programmes to support learning.</p> <p>£128,279 £4,052 (homework club)</p>	<p>EFF research suggests using TAs to deliver targeted intervention programmes is the most effective way to deploy TAs and has a positive impact on outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1,2

<p>To part fund an exams access co-ordinator to help reduce barriers to learning and level the playing field for students who qualify for exams access arrangements of which Pupil Premium students form a large percentage.</p> <p>£24,260</p>	<p><a href="https://www.cambridgeassessment.org.uk/Images/645269-equity-or-unfair-advantage-impact-of-access-arrangements-on-students-performance.pdf?utm_source">https://www.cambridgeassessment.org.uk/Images/645269-equity-or-unfair-advantage-impact-of-access-arrangements-on-students-performance.pdf?utm_source</a></p> <p>A Cambridge Assessment report examined whether access arrangements (extra time, rest breaks, word processors) give an unfair advantage. They found that <b>students with arrangements perform at very similar grade levels to matched students without adjustments</b>, suggesting these arrangements support equity.</p> <p>This bolsters the argument that access arrangements are <i>leveling the playing field</i>, rather than giving “unfair” boosts.</p>	1
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £123,129

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed principles of good practice set out in DfE's improving school attendance advice:  <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p> <p>Daily phone calls to be made to any parents who have not provided a reason for absence. Phone calls and face to face contact with any student at risk of becoming persistently absent by an assigned member of support staff.</p> <p>£32,346</p>	<p><a href="https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf">https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf</a></p> <p>This research found: on average, the association between being absent from school and KS4 outcomes is worse for disadvantaged students than their more affluent peers.</p> <p>The DfE guidance suggests that family engagement with schools significantly reduces persistent absence levels.</p>	1,3
<p>Regular in-depth analysis of behaviour points leading to early</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	4

<p>intervention and support at various levels.</p> <p>Cost: £7,009 (Classcharts) £2,550 (Provision Map) Per year</p>	<p>This research shows that effective interventions reduce low level disruption and can prevent repeated cycles of suspensions that remove students from school for periods of time.</p>	
<p>The removal of barriers to attendance, and an increased sense of belonging though the funding of uniform and equipment where needed.</p> <p>£3,500</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a></p> <p>This research shows that helping alleviating the financial hardship of providing uniform and equipment improves attendance.</p>	3
<p>The funding of an extra Assistant Head of Year to ensure that Pupil Premium students across all year groups have equal access to high quality pastoral support and an emotionally available trusted adult.</p> <p>Cost: £29,313</p>	<p>Public Health England the link between public health and wellbeing and attainment and the DfE investment in Mental Health Leads promotes the link between mental health and outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	3,4
<p>The appointment of a Young Carers Lead in order to support the wellbeing and academic achievement of students in school who have the added responsibility of being a Young Carer at home. A large percentage of these students are also Pupil Premium.</p> <p>£4215</p>	<p><a href="https://www.coram.org.uk/news/news-new-research-coram-uncovers-positive-impact-schools-programme-helping-young-carers-thrive-their/">https://www.coram.org.uk/news/news-new-research-coram-uncovers-positive-impact-schools-programme-helping-young-carers-thrive-their/</a></p> <p>A <b>Coram evaluation</b> of the <i>Young Carers in Schools (YCiS)</i> programme (run by Carers Trust &amp; The Children's Society) found that after schools implemented the programme:</p> <p>94% of schools said staff had a <i>better understanding</i> of what young carers need.</p> <p>85% of schools reported improvements in young carers' <b>wellbeing</b>, 83% reported increased <b>happiness</b>, and 83% reported higher <b>confidence</b>.</p> <p>73% of schools saw <b>improved classroom engagement</b>, 72% saw better <b>motivation to</b></p>	1,3,4,5

	<p><b>learn</b>, and 63% saw improvements in <b>achievements</b>.</p> <p>These are strong indicators that identification + structured support (which a Young Carers Lead could provide) positively affect young carers' school experience and academic engagement.</p>	
<p>Wider curriculum enhancement – financial support to enable disadvantaged students to access a broad range of opportunities and experiences.</p> <p>Cost: £43,196</p>	<p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation</a></p> <p>The work of Bourdieu and other sociologists demonstrate the impact of developing cultural capital.</p>	1,5
<p>Pupil Premium Plus funding to support the education of looked after children and previously looked after children</p> <p>Cost: 19,295</p>	<p><a href="https://www.bloomsbury.com/in/pupil-premium-plus-for-children-in-care-9781350380035/">https://www.bloomsbury.com/in/pupil-premium-plus-for-children-in-care-9781350380035/</a></p> <p>In <i>Benjamin Taylor's</i> book ("Pupil Premium Plus for Children in Care: A Critical Social Justice Analysis"), he explores how PP+ is used in practice, the perspectives of school and care professionals, and whether the policy truly addresses social disadvantage. He argues that PP+ is valued not just for academic catch-up but also for <b>emotional and social support</b>, curriculum enrichment, and interventions tailored to the needs of children in care.</p> <p>The book also considers how success should be measured — suggesting that schools should look beyond test scores to include well-being and social outcomes.</p>	1,2,3,4
<p>Contingency fund for acute issues, including a hardship fund for vulnerable students not eligible for Pupil Premium.</p> <p>Cost: £1000</p>	<p>Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. This also includes ring fencing money for a hardship fund where students and families can be supported for basic items such as uniform and equipment to allow students to access learning.</p>	5

**Total budgeted cost: £402,469**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Aim	Outcome
Improved attainment among disadvantaged students across the curriculum and particularly at the end of KS4.	<p>In 2025 non-disadvantaged students nationally received grades over four grades higher (4.20) than their disadvantaged peers.</p> <p>At Liskeard our gap between the performance of non-disadvantaged and disadvantaged is lower, at just over a three grade difference (3.19).</p> <p>Nationally the disadvantaged gap is not only higher, it is also widening, whilst the gap at Liskeard remains stable.</p> <p><b>Good progress towards outcome.</b></p>
Disadvantaged students to be able to read fluently in line with their peers.	<p>Observations of the tutor reading programme evidence high levels of engagement. The first cohort of students selected for the Thinking Reading programme is underway. Students engaging well and positive small steps made.</p> <ul style="list-style-type: none"><li>• 53% of students currently on the programme are disadvantaged. Every disadvantaged student on the programme so far has graduated from the after meeting their chronological reading age. Disadvantaged students have made a combined progress of 12.5 years.</li><li>• 66% of students on the waiting list are disadvantaged.</li></ul> <p><b>Good progress towards outcome.</b></p>

<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p> <p>To increase engagement with disadvantaged families to support re-engagement of disadvantaged students with their learning.</p>	<p>Attendance continues to be a particular area of focus across the school. The implementation of trust wide procedures in 2023/24 resulted in improvements in the 2024/25 academic year and positive outcomes at the start of the 25/26 academic year. There has been additional investment in pastoral systems to support improving attendance across the school.</p> <p>Bespoke support packages are proving successful with the most hard to reach families of students with the lowest attendance.</p> <p>Whole school attendance stands at 92.7% as of 10/12/25. Disadvantaged student attendance is at 90.14%. Non disadvantaged attendance is at 93.8%.</p> <p><b>Good progress towards outcome</b></p>	
<p>Improved behaviour and self-regulatory skills among disadvantaged students across all subjects.</p>	<p>SLT walk the school daily and observe distraction free classrooms almost 100% of the time. The behaviour of the vast majority of students has improved in every respect (lesson transition, social times and in classrooms). Disadvantaged students who struggle with regulation have additional intervention through the Behaviour Manager, Pastoral systems and behaviour support plans. This continues to be a work in progress.</p> <p><b>Good progress towards outcome.</b></p>	
<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>The wellbeing and mental health of young people is a deteriorating national picture. Liskeard has increased its wellbeing offer in response to growing need which has been received positively by students.</p> <p><b>Good progress towards outcome.</b></p>	
<p>For disadvantaged students to develop greater cultural capital though having access to the same wide range of experiences and opportunities as non-disadvantaged students.</p>	<p>There is no gap between disadvantaged and non-disadvantaged students accessing trips and visits. For example, disadvantaged Year 7 students are supported to attend the Porthpean residential, Year 10 students are supported to gain work experience.</p> <p><b>Outcome achieved.</b></p>	



### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Maths intervention	SPARX Maths
Reading intervention	Thinking Reading

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

### 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 or recovery premium funding.*