



**Truro and Penwith  
Academy Trust**



# **Five Islands Academy Vision statement Disadvantage & Pupil Premium Strategy Academic Years 2025-2028**

**Truro & Penwith Academy Trust**

## **Pupil Premium Strategy Statement**

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 effect that last year's spending of pupil premium had within our school.

### **TPAT approach to supporting disadvantaged pupils:**

Addressing disadvantage is not about supporting pupils to 'escape' their lives. It is about ensuring they have agency and choice and access to opportunity to make a positive contribution. (to school and community). As a trust we are committed to ensuring that our strategy raises the outcomes for our pupils from disadvantaged backgrounds. In writing this paper guidance has been taken from the EEF research, the DFE approach to pupil premium and OFSTED. The DFE highlights a 3-tier approach which our trust strategy is based on. All the initiatives that we suggest supporting schools are based on research which is evidenced below.

## School overview

Detail	Data
School name	Five Islands Academy
Number of pupils in school	242
Proportion (%) of pupil premium eligible pupils	4.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025-28
Date this statement was published	14 <sup>th</sup> December 2025
Date on which it will be reviewed	1 <sup>st</sup> December 2026
Statement authorised by	Rachel Lewin
Pupil Premium lead	Charlotte Jewell
Governor / Trustee lead	Paul Conlin

## Funding overview

Detail	Amount 2025-2026	Amount 2026-2027	Amount 2027-2028
Pupil premium funding allocation this academic year	£9,480	Est. £9,480	Est. £9,480
Recovery premium funding allocation this academic year	n/a	n/a	n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£9,480	Est £9,480	Est £9,480

# Part A: Pupil premium strategy plan

## Statement of intent

*This Strategy Plan outlines how we will ensure that the Pupil Premium funding allocated to us has an impact on maintaining progress for all ranges of Pupil Premium students, including narrowing the attainment gaps which may exist between our disadvantaged pupils and their peers. Our aim is to ensure that every student at Five Islands Academy who is eligible for Pupil Premium funding, including high prior attainers, reach levels of attainment and progress that are in line with if not better than their peers, 'catching up' where progress and attainment may have been below expectation in the past.*

*The DfE has given each school the freedom to use the Pupil Premium as it sees fit, based upon knowledge of individual student needs. 'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'*

*In making decisions on the use of the Pupil Premium we will:*

- *Ensure that Pupil Premium funding allocated to the Five Islands Academy is used solely for its intended purpose.*
- *Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils. See EEF guidance here.*
- *Plan for use of the Pupil Premium for each individual student, based on evaluation of of:*
  - *the specific elements of education that pupils are finding challenging*
  - *attendance and levels of persistent absence*
  - *behaviour incidences and exclusions data*
  - *wellbeing, mental health and safeguarding concerns*
  - *access to technology and educational materials*
  - *high mobility*
- *Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.*
- *Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.*
- *Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.*
- *Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the Trust and the Local Academy Committee.*
- *Recognise the fact that FSM pupils are not an homogeneous group and cover a wide range of needs.*
- *As such the strategies we use to raise attainment will take these group and individual needs fully into account. With our small cohort numbers at Five Islands Academy, we are able to take a genuinely personalised approach to targeting our use of this funding for the benefit of each individual child.*
- *Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance, whilst also recognising the importance of developing the whole child through identifying and intervening with their social and emotional development where necessary.*
- *Use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.*
- *Use the Pupil Premium for all year groups, not just those taking examinations at the end of the year.*

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Our attainment data is presented as a 5 year average, as our numbers are so small that a year's data is statistically insignificant and also is too easily identifiable for individual pupils. Because of the very small numbers, relevant themes are hard to draw out from the data, so the identified challenges are identified through staff pupil progress discussions and qualitative analysis of pastoral incidents and recording.

	Detail of challenge
1	<p><b><u>Attainment</u></b>            Data:            KS2 Data: Combined: No PP students in the last 4 years            KS2 Data: combined meeting Greater Depth: No PP students in the last 4 years            Phonics data: No PP students in the last 4 years  <b>GCSE A8: 5.03 (above national average for all students)</b>  <b>GCSE P8: +0.28 (above national average for all students)</b>  <b>GCSE 5+ English &amp; Maths: 60% (above national average for all students)</b></p> <p>While our Pupil Premium eligible students achieve above the national average for all students in each measure, their progress figures are lower on average than non-PP students at Five Islands Academy. We therefore target key elements of our pupil premium funding towards children being 'ready to learn', emotionally, pastorally and in terms of language, literacy and academic skills.</p> <p>A number of our disadvantaged students in the past five years have arrived at Five Islands during their Secondary education, and therefore may have experienced gaps in learning due to school mobility or prior attendance. Catch up opportunities are therefore important. Attainment and progress are also impacted by a lack of regular routines including home reading, homework, spellings and having correct equipment in school (e.g. PE kit).</p>
2	<p><b><u>Attendance and Punctuality</u></b>  <b><u>2024-2025</u></b>            Data: Attendance for all 2024/2025: 93.16%            Attendance for children who in receipt of Pupil Premium funding: 84.47%            Attendance for children who are not in receipt of Pupil Premium funding 93.7%            % of children who are in receipt of Pupil Premium funding who are persistently absent: 30%</p> <p><i>Attendance for children who are receipt of Pupil Premium funding is significantly low. There are individual challenges for these families, but the school needs to raise expectations and increase support. 3 out of 10 children were persistently absent: support with attendance and punctuality should be targeted to support these children.</i></p>
3	<p><b><u>Behaviour &amp; Aspirations</u></b>  <b>Data:</b>            Of 181 R3 behaviour incidents across the year, 37 involved students who were eligible for PP funding (20%). Five Islands Academy students face challenges at Post-16 in relation to funding for safe accommodation. Pupil Premium students (numbers withheld) are among those who have experienced instability of host families, pastoral issues and have returned to the islands without qualifications.  <i>Students eligible for PP funding at Five Islands Academy are disproportionately represented in behaviour incidents. This could reflect aspects of underlying unmet needs and barriers to engagement.</i>  <i>Key contributing factors could include:</i></p> <ul style="list-style-type: none"> <li>• <i>Unidentified or unsupported SEND</i></li> <li>• <i>Poor emotional regulation and low resilience</i></li> <li>• <i>Limited access to early intervention and pastoral support</i></li> <li>• <i>External factors impacting behaviour and wellbeing</i></li> </ul> <p><i>Students also struggle with post-16 aspirations because of lack of funding for boarding provision and lack of pastoral oversight when on the mainland. Preparation for post-16 and adulthood including careers advice and work experience support is therefore very important.</i></p>

4	<p><b>Social, Emotional and Mental Health</b></p> <p>Students who are eligible for PP funding may be less likely to engage in enrichment activities, leadership roles, and wider school opportunities that build confidence, aspiration, and cultural capital.</p> <p>Barriers include:</p> <ul style="list-style-type: none"> <li>• Financial constraints limiting access to trips, clubs, and experiences</li> <li>• Lower self-confidence and sense of belonging</li> <li>• Reduced parental engagement with extracurricular opportunities</li> <li>• Competing responsibilities outside school</li> </ul> <p>This limits personal development and the broader skills needed for success beyond the classroom. Our strategy aims to remove barriers and actively promote inclusive participation in all aspects of school life.</p> <p>A significant proportion of students eligible for Pupil Premium funding face complex and overlapping barriers to learning, including Special Educational Needs (SEN), social, emotional and mental health (SEMH) challenges, and responsibilities as young carers. These students often require highly personalised support to access the curriculum, engage with school life, and achieve their full potential.</p> <p>Key challenges include:</p> <ul style="list-style-type: none"> <li>• SEMH needs, such as anxiety, trauma, and emotional dysregulation, which affect attendance, concentration, and relationships.</li> <li>• Cognitive and learning needs, including speech, language and communication difficulties, which limit access to academic content and classroom interaction.</li> <li>• Young carers, who may experience fatigue, stress, and reduced time for homework or enrichment, often leading to lower engagement and attainment.</li> <li>• Disadvantaged learners with multiple vulnerabilities may struggle to navigate school systems, advocate for their needs, or maintain consistent progress.</li> <li>• Staff confidence and capacity to meet diverse and complex needs can vary, requiring ongoing professional development and whole-school consistency.</li> </ul> <p>Our strategy must ensure that:</p> <ul style="list-style-type: none"> <li>• Provision is inclusive, trauma-informed, and relational, with high expectations and tailored support for every learner.</li> <li>• Early identification and intervention are embedded, using robust data, pupil voice, and multi-agency collaboration.</li> <li>• Young carers are recognised and supported, with flexible approaches to homework, attendance, and pastoral care.</li> <li>• Staff are equipped and empowered through training, coaching, and shared practice to meet the needs of all learners.</li> <li>• Wellbeing and personal development are prioritised alongside academic progress, ensuring every child feels safe, valued, and capable.</li> </ul> <p>Success will be measured through improvements in attendance, engagement, wellbeing indicators, and academic outcomes—ensuring that every child, regardless of background or circumstance, thrives in a nurturing and ambitious school environment.</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
<p><b>Challenge 1</b></p> <p>Children who are eligible for PP funding are supported to attain as highly as their peers at all stages of their education</p>	<p>The attainment gap between PP and non-PP eligible children at Five Islands Academy will close by:</p> <ul style="list-style-type: none"> <li>- +0.2 for Attainment 8</li> <li>- +5% for Basics at 5+</li> <li>- KS4 A8 will be above 5</li> <li>- Accelerated Reader average NRSS above 100</li> <li>- EYFS % of pupils who achieve GLD above national average</li> <li>- KS1 % of pupils who passed the phonics check above national average</li> <li>- KS2 % of pupils at Expected in Reading/Writing and Maths above national average</li> </ul> <p>Academic engagement will be measured through homework completion. Rapid, robust intervention will close gaps in priority literacy, achieving STAR Reader targets for progress.</p> <p><i>Monitored by SLT / AH Achievement &amp; Standards</i></p>

<p><b>Challenge 2</b> Children who are Pupil Premium attend school as often as children who are not entitled to Pupil Premium</p>	<p>Attendance for PP eligible children will improve by at least +2%. Persistent Absence for PP eligible children will be reduced by at least -8%. There will be a reduced number of pupils eligible for PP at Tier 1 of the Attendance Strategy.</p> <p><i>Monitored by Attendance Officer and Headteacher in fortnightly meetings</i></p>
<p><b>Challenge 3</b> <b>Behaviour &amp; Aspirations</b> Children who are PP eligible will engage with positive learning behaviours and will be supported to aspire to successful post-16 transitions.</p>	<p>The proportion of R3 incidents involving PP eligible students is reduced by at least -5%. PP eligible students participate in careers interviews, work experience placements, WEX and Careers Convention workshops. PP eligible students leave FIA with clear pathways to post-16 qualifications including secure accommodation offers.</p> <p><i>Monitored by SLT / AH Behaviour &amp; Aspirations</i></p>
<p><b>Challenge 4</b> <b>Social, Emotional and Mental Health</b> Children who are PP eligible will participate fully in school life, and will have access to trauma-informed and relational mental health and wellbeing support to enable them to be ready to learn.</p>	<p>Bounce Together assessments show students' 'blocks for learning' decreasing over time Mental health and wellbeing interventions are timely and impactful. 100% of students participate in at least one extra-curricular club each term 100% of students are able to access and participate in:</p> <ul style="list-style-type: none"> <li>o Project Week trips to all islands</li> <li>o Primary annual trips</li> <li>o Blue Peris</li> <li>o Duke of Edinburgh's Award Scheme</li> <li>o Preparing for Adulthood / 999 Week</li> <li>o College visits</li> <li>o Year 10 Work Experience placements</li> <li>o At least one theatre/museum trip</li> <li>o Any other school trips on an equitable basis with their peers</li> </ul> <p><i>Monitored by Senior Mental Health Lead / Mental Health &amp; Wellbeing Practitioner</i></p>

## Activity in this academic year

### Teaching: minimum 50% of budget (for example, CPD, recruitment and retention)

Budgeted cost: £ 4,850

Activity	Evidence that supports this approach Challenge number(s) addressed	
Incremental coaching	<p>To maintain high quality teaching, CPD must be embedded. The TPAT Pedagogy Project/Model, based on WALKTHRUS focuses on a specific area of teaching each half term. TPAT pedagogy project</p> <p><b>Evidence:</b> - <b>Rosenshine's Principles of Instruction</b> <a href="https://www.aff.org/sites/default/files/Rosenshine.pdf">https://www.aff.org/sites/default/files/Rosenshine.pdf</a> - <b>EEF: Teaching &amp; Learning Toolkit</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> "Great teaching is the most important lever schools have to improve outcomes for their pupils" (EEF Jun 2020)</p>	1
Primary and Secondary	Termly NFER Reading assessments and maths.co are used, analysed and inform future learning.	1

<p>Assessment Strategy</p>	<p>Use of INSIGHT/SISRA/Juniper. Trust aligned pupil progress meetings to review pupil premium progress and provide intervention. Accurate assessment which identifies areas of strengths and areas where pupils need additional support Assessment is robust and provides quantitative measures and accurate indicative prediction of KS2 SATS outcomes. Summative assessments are reliable in providing timely information about the progress of individual pupils and cohorts, in relation to others Assessments allow progress to be tracked over time Assessments are used to measure the impact of interventions Writing clinics – 1:1 feedback to feed forward CAT, STAR testing to identify strengths, gaps and needs</p> <p><b>Evidence:</b> <b>-EEF : making use of diagnostic assessment</b> <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment">https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment</a></p>	
<p>Access to NPQs and ECT support programme &amp; professional development programme for support staff</p>	<p>Having well trained teachers will affect the attainment of all children. CPD has an effect size (0.09) comparable to giving a teacher 10 years' experience. <a href="http://epi.org.uk">[epi.org.uk]</a>. Improving retention of skilled teachers, especially in challenging schools, ensuring consistency and stability for disadvantaged learners. <a href="http://epi.org.uk">[epi.org.uk]</a>. Empowering teachers to better support pupils with complex needs, leading to more inclusive and effective classroom practice. <a href="http://researchsc...ool.org.uk">[researchsc...ool.org.uk]</a></p> <p><b>Evidence:</b> <a href="#">About us – The National Institute of Teaching</a> <b>Educational Policy Institute - The effects of high quality professional development on teachers and students</b> <a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a> <b>EEF: SEN In Mainstream Schools</b> <a href="#">Special Educational Needs in Mainstream Schools   EEF</a></p>	<p>1, 3, 4</p>
<p>ShREC to support EYFS</p>	<p>ShREC is a framework to support high quality adult-child interactions, especially during play and learning activities: Share attention, respond, Expand, connect</p> <p><b>Evidence:</b> <a href="https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach">https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach</a></p>	<p>1, 2</p>
<p>Agenda in Pupil Progress / Students on Radar meetings</p>	<p>Having the discussion about children who are in receipt of Pupil Premium funding scheduled into an agenda, raises the profile of the children as individuals, their attainment, as well as their relationships, safeguarding, behaviour and engagement with school and their peers. This shows visible leadership and commitment, as well as a culture of high expectations.</p> <p><b>Evidence</b> <b>DFE</b> <a href="https://assets.publishing.service.gov.uk/media/5a7f203840f0b62305b853ac/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf">https://assets.publishing.service.gov.uk/media/5a7f203840f0b62305b853ac/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf</a> <b>EEF:</b> <a href="https://educationendowmentfoundation.org.uk/using-pupil-premium">https://educationendowmentfoundation.org.uk/using-pupil-premium</a> <b>Hampshire services:</b> <a href="https://leadership.hias.hants.gov.uk/pluginfile.php/5746/mod_resource/content/1/HIAS%20Moodle+%20Evaluating%20the%20impact%20of%20Pupil%20Premium%20funding%20in%20your%20school.pdf">https://leadership.hias.hants.gov.uk/pluginfile.php/5746/mod_resource/content/1/HIAS%20Moodle+%20Evaluating%20the%20impact%20of%20Pupil%20Premium%20funding%20in%20your%20school.pdf</a></p>	<p>1,2, 3, 4</p>
<p>Restorative Practice: 3x staff complete 3-day training with RJ Working</p>	<p>EEF Strategies: improving Social and Emotional Learning; CfBT Research (2019): impact on attendance and conflict resolution "All children will benefit from immersion in the warmth of a relational culture after the deep rupture of Covid-19" Mary Meredith 2020</p>	<p>1, 2, 3, 4</p>

**Targeted academic support : maximum 25% of budget (for example, tutoring, 1:1 support, structured interventions))**

Budgeted Cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group nurture and SEMH interventions e.g. TIS, forest school, Zones of Regulation	<p>These programmes improve self-regulation, resilience and emotional wellbeing. There are studies which also show that those who attend Forest school outperform those who don't academically. It gives targeted support for children with ACES, also impacting on attendance.</p> <p><b>Evidence:</b>  <a href="https://www.thriveapproach.com/">Trauma Informed Schools UK</a> <a href="https://www.thriveapproach.com/">https://www.thriveapproach.com/</a>  <b>Early child developmental and care: forest schools</b>  <a href="https://www.tandfonline.com/doi/pdf/10.1080/03004430.2018.1446430">https://www.tandfonline.com/doi/pdf/10.1080/03004430.2018.1446430</a>  <b>EEF Outdoor Learning Experiences</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/outdoor-adventure-learning</a>  <b>Mentoring</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>  <b>SEMH Interventions including Emotional Literacy Support Assistant (ELSA)</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1, 2, 3, 4
Targeted deployment of teaching assistants	<p>Deployment of TAs in the classroom improves academic progress (esp in literacy and early years), support emotional regulation, inclusion and engagement and reduces teacher workload and improves classroom management</p> <p><b>Evidence:</b>  <b>-EEF: Deployment of teaching assistants</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>  <b>DfE: Deployment of Teaching assistants</b>  <a href="https://assets.publishing.service.gov.uk/media/5d1397fc40f0b6350e1ab56b/Deployment_of_teaching_assistants_report.pdf">https://assets.publishing.service.gov.uk/media/5d1397fc40f0b6350e1ab56b/Deployment_of_teaching_assistants_report.pdf</a></p>	1
Deployment of iPads to support home learning	<p>There is growing evidence to support using iPads to support home learning. There is academic gains, higher levels of engagement, equity and pedagogical support. Learning resources support GCSE revision and interventions to close prior learning gaps – e.g. GCSEPod</p> <p><b>Evidence:</b>  <a href="#">Teaching and Learning Toolkit   EEF</a>  <b>Apple Education support</b>  <a href="https://www.apple.com/education/docs/ipad-mac-in-education-results.pdf">https://www.apple.com/education/docs/ipad-mac-in-education-results.pdf</a></p>	1
Use of key apps & online interventions – iMovie/keynote/everyone can create materials/ TTRS / Spelling Shed / Lexia	<p>There is evidence starting to gather that TTRS can improve educational outcomes for disadvantaged children/ There could be improved maths fluency, increased engagement and potential to close gaps. This is the same for other educational Apps or online platform</p> <p><b>Evidence:</b>  <b>TTRS</b>  <a href="https://ttrockstars.com/data_files/file_4348e17497591ba2630d5bd8ff528e56.pdf">https://ttrockstars.com/data_files/file_4348e17497591ba2630d5bd8ff528e56.pdf</a>  <b>Spelling Shed</b>  <a href="https://blog.edshed.com/spelling-shed-wins-a-bett-award/">https://blog.edshed.com/spelling-shed-wins-a-bett-award/</a>            “In order to support pupils who have fallen behind, structured interventions are likely to be necessary.</p>	1, 2,

	" (EEF Jun 2020) EEF T&L Toolkit: Phonics & Reading Comprehension Strategies (High impact +5/6)	
Targeted English and Maths interventions e.g. RWI / Little Wandle, Mastering number, Third Space Learning, Improving Working memory, Lexia, Tier 3 literacy group interventions	<p>Many targeted programmes include a structured teaching of strategies, focus on vocabulary and improve fluency in both English and maths.</p> <p><b>Evidence:</b>  <b>Literacy Trust</b>  <a href="https://literacytrust.org.uk/programmes/interventions/">https://literacytrust.org.uk/programmes/interventions/</a>  <b>Parliament</b>  <a href="https://publications.parliament.uk/pa/cm5901/cmselect/cmpubacc/365/report.html">https://publications.parliament.uk/pa/cm5901/cmselect/cmpubacc/365/report.html</a>  <b>Third Space Learning</b>  <a href="https://thirdspacelearning.com/blog/primary-school-interventions/">https://thirdspacelearning.com/blog/primary-school-interventions/</a>  <b>Small Group Phonics</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  Read Write Inc evidence of impact;  TTRS evidence;  Zones of Regulation evidence base</p>	1
Attendance support	<p>TPAT Attendance Policy and the Tiered approach supports individual families with attendance</p> <p><b>Evidence</b>  <b>DFE</b>  <a href="https://www.gov.uk/government/publications/link-between-attendance-and-attainment">https://www.gov.uk/government/publications/link-between-attendance-and-attainment</a>  <b>Attendance works</b>  <a href="https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf">https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf</a>  <b>Attendance Interventions</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p>	1, 2
Wider vocational, PSHE, Arts and differentiated curriculum	<p>The wider curriculum offer supports the needs of students who are eligible for PP and have specific educational needs. It also enables access to vocational courses that support children in preparing for post-16 and adulthood. E.g. Creative Craft Cookery NCFE, AQA Unit Award Schemes, 1:1 Life Skills programmes. These improve access and engagement for disadvantaged learners.</p> <p><b>Evidence:</b>  UK evidence consistently shows that applied, coursework-based vocational qualifications engage pupils who struggle with purely exam-based GCSE routes. DfE and Ofqual analysis shows BTECs and similar qualifications are disproportionately taken by disadvantaged pupils, SEND learners, and those at risk of disengagement.  Engagement matters because remaining in education and achieving a qualification is strongly associated with reduced NEET risk.  DfE longitudinal studies show that Level 2 vocational qualifications support progression to:  Level 3 BTECs  Apprenticeships  Technical college provision  In sectors like engineering, construction, hospitality and catering, vocational qualifications align well with local labour markets.</p> <p>Evidence base  DfE participation and progression analysis  Education Policy Institute (EPI) reports on post-16 pathways  Ofqual reviews of applied general qualifications</p>	1, 3, 4

**Wider strategies: maximum 25% of budget (for example, related to attendance, behaviour, wellbeing)**

Budgeted Cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for residentials, trips and visit	<p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances.</p> <p>Support with Arts, Museum, Drama and Sports trips, including Duke of Edinburgh's Award Scheme, Blue Peris, Primary Trips and Year 11 City Trip (including curricular fieldwork).</p> <p><b><u>Evidence:</u></b></p> <p>- <b>EEF: Closing the Attainment Gap</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap">https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap</a>                      EEF T&amp;L Toolkit: Arts Participation (+3)</p>	1,2, 3, 4
Extracurricular clubs (employing provider/ TA for dance, gardening etc)	<p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances.</p> <p><b><u>Evidence:</u></b></p> <p>- <b>EEF: Closing the Attainment Gap</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap">https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap</a></p> <p><b>Nuffield: After school clubs</b>  <a href="https://www.nuffieldfoundation.org/news/out-of-school-activities-improve-childrens-educational-attainment">https://www.nuffieldfoundation.org/news/out-of-school-activities-improve-childrens-educational-attainment</a></p>	1, 2, 3, 4
TPAT attendance strategy	<p>The TPAT attendance policy offers support to families and to school to ensure high attendance the Tiered approach is tracked rigorously and it supported by the TPAT inclusion team.</p> <p><b><u>Evidence:</u></b></p> <p><a href="#">Attendance - TPAT ConnectED/</a>  <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>	1, 2,
Tracking of Personal development	<p>Tracking personal development can increase educational outcomes by identification of barriers to learning, improved attendance and behaviour, identifying interventions</p> <p><b><u>Evidence:</u></b></p> <p><b>NGA: Widening the Lens toolkit</b>  <a href="https://www.nga.org.uk/media/ypchvl3f/nao-study-supporting-the-attainment-of-disadvantaged-children-in-educational-settings.pdf">https://www.nga.org.uk/media/ypchvl3f/nao-study-supporting-the-attainment-of-disadvantaged-children-in-educational-settings.pdf</a></p> <p><b>NFER tracking: supporting disadvantaged pupils</b>  <a href="https://assets.publishing.service.gov.uk/media/5a80d031ed915d74e33fc8de/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/media/5a80d031ed915d74e33fc8de/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</a></p>	1, 2, 3
TIS Practitioner 1:1 interventions - KKW in Secondary and Primary; full staffing of the	<p>"We know that an anxious child is not in a place to learn effectively" Barry Carpenter, 2020</p> <p>EEF T&amp;L Toolkit: Social and Emotional Learning (+4)</p>	3, 4

Compass Room and Cabin		
Preparing for Adulthood support – mainland and island trips, in-school sessions, 1:1 meetings with the Careers Advisor	Support for the full range of careers and aspirations education at FIA is crucial for children's success post-16.  Evidence and Impact: Careers and guidance-related interventions (CfBT 2009) EEF Careers Guidance Summary	

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the academic year. KS4 outcomes for single student redacted for GDPR reasons.

TPAT Secondary KPIs	Target 2024-2025	Outcomes 2025
Attendance	93% or above Or at least +1%	Update: 93.16%
FSME6 Attendance	At least +2%	84.47%
Persistent Absence	<20% Or at least -5%	Update 21.84%
FSME6 Persistent Absence	At least -8%	30%
KS4 Basics 5+ (redacted)	50% or above Or at least +5%	██████
FSME6 Basics 5+	At least +7%	n/a
KS4 Basics 4+ (redacted)	65%	██████
FSME6 Basics 4+	At least +5%	n/a
KS4 Attainment 8 (redacted)	50 or above	██████
FSME6 Attainment 8	At least +5	n/a
Post 16 Destinations	NEET Below National Average	tbc
Suspension Rate (per 100 pupils)	No target set	2 per term
Permanent Exclusion Rate (per 100 pupils)	No target set	0.13 per term

Intended outcome	Success criteria	25-26	26-27	27-28
<b>Challenge 1</b> Children who are eligible for PP funding are supported to attain as highly as their peers at all stages of their education	The attainment gap between PP and non-PP eligible children at Five Islands Academy will close by: <ul style="list-style-type: none"> <li>+0.2 for Attainment 8</li> <li>+5% for Basics at 5+</li> <li>KS4 A8 will be above 5</li> <li>Accelerated Reader average NRSS above 100</li> <li>EYFS % of pupils who achieve GLD above national average</li> <li>KS1 % of pupils who passed the phonics check above national average</li> </ul>			

	<p>- KS2 % of pupils at Expected in Reading/Writing and Maths above national average</p> <p>Academic engagement will be measured through homework completion.</p> <p>Rapid, robust intervention will close gaps in priority literacy, achieving STAR Reader targets for progress.</p> <p><i>Monitored by SLT / AH Achievement &amp; Standards</i></p>			
<p><b>Challenge 2</b></p> <p>Children who are Pupil Premium attend school as often as children who are not entitled to Pupil Premium</p>	<p>Attendance for PP eligible children will improve by at least +2%. Persistent Absence for PP eligible children will be reduced by at least -8%. There will be a reduced number of pupils eligible for PP at Tier 1 of the Attendance Strategy.</p> <p><i>Monitored by Attendance Officer and Headteacher in fortnightly meetings</i></p>			
<p><b>Challenge 3</b></p> <p><b>Behaviour &amp; Aspirations</b></p> <p>Children who are PP eligible will engage with positive learning behaviours and will be supported to aspire to successful post-16 transitions.</p>	<p>The proportion of R3 incidents involving PP eligible students is reduced by at least -5%. PP eligible students participate in careers interviews, work experience placements, WEX and Careers Convention workshops. PP eligible students leave FIA with clear pathways to post-16 qualifications including secure accommodation offers.</p> <p><i>Monitored by SLT / AH Behaviour &amp; Aspirations</i></p>			
<p><b>Challenge 4</b></p> <p><b>Social, Emotional and Mental Health</b></p> <p>Children who are PP eligible will participate fully in school life, and will have access to trauma-informed and relational mental health and wellbeing support to enable them to be ready to learn.</p>	<p>Bounce Together assessments show students' 'blocks for learning' decreasing over time Mental health and wellbeing interventions are timely and impactful. 100% of students participate in at least one extra-curricular club each term 100% of students are able to access and participate in:</p> <ul style="list-style-type: none"> <li>o Project Week trips to all islands</li> <li>o Primary annual trips</li> <li>o Blue Peris</li> <li>o Duke of Edinburgh's Award Scheme</li> <li>o Preparing for Adulthood / 999 Week</li> <li>o College visits</li> <li>o Year 10 Work Experience placements</li> <li>o At least one theatre/museum trip</li> <li>o Any other school trips on an equitable basis with their peers</li> </ul> <p><i>Monitored by Senior Mental Health Lead / Mental Health &amp; Wellbeing Practitioner</i></p>			

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Touch Type Read Spell (TTRS)	TTRS
Read Write Inc.	RWI

TT Rockstars	Maths Circle
White Rose	White Rose
CATS Tests	GL Assessment
STAR Reading and Maths Tests	Renaissance Place
AR Reading	Accelerated Reader
GCSEPod revision package	GCSEPod
Lexia Power Up and Take Five	Lexia
Bounce Together	Bounce Together
Restorative Practice Ripple Effect and Step Up	RJ Working
Duke of Edinburgh's Award Scheme	DoE
Drug education and SRE	We are With You (YZUP) Barnardo's Brook

## Service pupil premium funding

2024-25 allocation: £1,360

### Guidance:

In order to support the pastoral needs of service children, schools have flexibility over how they use the SPP, as they are best placed to understand and respond to the specific needs of those pupils for whom the funding has been allocated. The funding could be spent on providing a variety of means of support including counselling provision, nurture groups, etc. Schools might also consider how to improve the level of and means of communication between the child and their deployed parents. In addition, staff hours may be required to support the needs of service children when they join a new school as a result of a posting or when a parent is deployed and these hours could be funded by the Service Pupil Premium. Schools may employ dedicated staff to support pupils and families where a parent is deployed. SPP should not be used to subsidise routine school activity (trips, music lessons etc.), however, schools may choose to fund school trips just for service children, to help them enjoy their time at school and build a sense of a wider community and understanding of the role their service parent plays (e.g. with military specific trips) to help them cope with the potential strains of service life.

### FIA deployment of the Service Premium

FIA planning for support of students from service families is individually targeted in response to student need. We work in consultation with parents and children to identify key interventions or opportunities that will provide support during periods of transition, when children are affected by parental absence or when children may be experiencing longer term impacts of transience or uncertainty in their earlier childhoods.

Examples of these may include:

- Ripple Effect and Step Up training with RJ Working,
- TIS interventions as part of our Compass and Cabin provision,
- Attendance mentoring,
- Harbour provision,
- Friendship interventions,
- Wraparound provision where possible,
- Reading Force materials,
- Subscriptions for books, audiobooks, magazines or apps,
- Interventions such as LEGO or Minecraft therapy,
- Photobooks for when parents are away,
- Connections with Trust partner schools.

Although the Service Provision guidelines state that the SPP should not be used to subsidise routine trips, students in receipt of SPP are offered a 25% contribution towards residentials. This is because specific trips for service children only are not suitable for the very small numbers of children involved; we therefore focus on removing barriers to inclusion on school trips to the mainland, which are significantly more expensive than those in less isolated settings.

We aim to reach out to service families to work in partnership to identify areas in which the potential strains of service life may be affecting children and to put provision into place to tackle these at school. If specific opportunities arise, such as military specific trips, parents are encouraged to approach the school to discuss potential support for their children on these.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Financial contribution for access to school trips Inclusion within character education programmes including Restorative Practice, transition project work and Jigsaw PSHE Primary Harbour provision for inclusion Interventions to support wellbeing, behaviour and learning TIS support by our wellbeing practitioner

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Enabled full participation in our cultural capital programme rated by Ofsted as Outstanding for Personal Development</p> <p>Enhanced inclusion in the school community</p> <p>Wellbeing and attendance of students</p>
---	---