



Mullion School



“Dream big, fly high, go far”

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.

School overview

Detail	Data
School name	Mullion School
Number of pupils in school	562
Proportion (%) of Pupil Premium eligible pupils	26% Pupil Premium (144 students) 24% FSME6 (137 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26, 2026/27, 2028/29
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Michelle Dunleavy - Headteacher
Pupil Premium Lead	Michelle Dunleavy - Headteacher
LMC / Trustee Lead	Jill Ludbrook - Chair of LMC Anita Firth – Chair of Trustees

Funding overview

Detail	Amount 2025-2026	Amount 2026-2027	Amount 2027-2028
Pupil premium funding allocation this academic year	£172,237	£176,112	£181,430
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0	0	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	£172,237	£176,112	£181,430

Part A: Pupil Premium Strategy Plan

Statement of intent

At Mullion School, our aim is to ensure that every pupil, regardless of their background or the challenges they face, achieves high standards across all areas of learning. Our Pupil Premium strategy is focused on providing targeted support for disadvantaged pupils to help them reach ambitious academic outcomes. We are committed to ensuring that all disadvantaged students are supported to achieve the highest outcomes possible and to thrive within a culture of high expectations.

We understand that some pupils face additional challenges, such as those with a Social Worker or Young Carers, and we are committed to providing the support they need to overcome these barriers. Our approach is designed to meet the needs of all our pupils, ensuring that they are given every opportunity to succeed, regardless of their circumstances.

Our approach is designed to support all pupils, whether disadvantaged or not, with a focus on high-quality, 'quality-first' teaching. This ensures that disadvantaged pupils receive the specific support they need, helping to eliminate the attainment gap while benefiting all pupils. Our strategy is based on robust diagnostic assessments, addressing both common challenges and individual needs. By focusing on targeted interventions and continuous support, we aim to sustain and improve the attainment of both disadvantaged and non-disadvantaged pupils. Each approach we adopt complements the others, working together to help all pupils achieve their full potential. To ensure they are effective we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupil outcomes and raise expectations of what they can achieve.
- Act early to provide support once a need has been identified.
- Eliminate the attainment gap between pupil premium and their peers.
- Address non-academic barriers to attainment such as attendance, behaviour and cultural capital.

Ensure that the Pupil Premium grant reaches pupils who need it the most, with the recognition that not all students who are socially disadvantaged are registered or qualify for Free School Meals.

Challenges

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

	Detail of challenge																		
1	<p>Attainment</p> <p>The A8 outcome of 44 is slightly above the 2024 but is 2 below the National Average. There has been a slight dip in the A8 outcome for FSME6 students from 35 to 32 in 2025. This is a target area.</p> <p>The 2025 Basics 5+ outcome of 41% is 7% above the 2024 outcome but 4.9% below the National 2024. This is a key priority area for the school for 2025-26, so that the outcome is at least in line with National Average.</p> <p>The outcome of 17% for disadvantaged students is a 2% improvement on the 2024 outcome but this is 8.8% below the National 2024 figure. For English, the outcome of 31.8% for disadvantaged students shows a drop of 8% compared to the 2024 outcome. For Maths, the outcome of 31.8% for disadvantaged students shows a drop of 12% compared to the 2024 outcomes.</p> <p>The 2025 Basics 4+ outcome of 57% is a decrease of 10% compared to the 2024 exam outcome and is a priority area to address.</p> <p>The outcome of 26% for disadvantaged students is a significant drop compared to 2024 outcomes by 24%. For English, the outcome of 46% for disadvantaged students demonstrates a drop of 14% compared to the 2024 exam outcomes. For Maths, the outcome of 46% for disadvantaged students represents a drop of 14% compared to the 2024 outcome.</p> <p>Our aim is to ensure that outcomes of all students is at least in line with National Averages, including FSM and PP students.</p> <p><u>Attainment of pupils with SEND/ additional need who are eligible for PP funding (including those with additional mental health needs and who are young carers)</u></p>																		
2	<p>Attendance and Punctuality</p> <p>Attendance and punctuality rates are generally lower, and persistent absence is higher.</p> <p><u>2024-2025</u></p> <p>Attendance for all 2024/2025: 91.3%, up from 88.8% last year.</p> <p>Graph alternative: table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Friday 30 May 2025.</p> <table border="1"> <thead> <tr> <th>Pupil group</th> <th>Your Attendance</th> <th>Similar schools' median attendance</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>91.2%</td> <td>90.6%</td> </tr> <tr> <td>Pupils with free school meals (FSM)</td> <td>88.2%</td> <td>84.4%</td> </tr> <tr> <td>Pupils with no FSM</td> <td>92.1%</td> <td>92.3%</td> </tr> <tr> <td>Pupils with special educational needs (SEN) support</td> <td>85.7%</td> <td>84.6%</td> </tr> <tr> <td>Pupils with no SEN support</td> <td>93.2%</td> <td>92.5%</td> </tr> </tbody> </table>	Pupil group	Your Attendance	Similar schools' median attendance	All pupils	91.2%	90.6%	Pupils with free school meals (FSM)	88.2%	84.4%	Pupils with no FSM	92.1%	92.3%	Pupils with special educational needs (SEN) support	85.7%	84.6%	Pupils with no SEN support	93.2%	92.5%
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Graph alternative: table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Friday 30 May 2025, compared to the same period in the previous academic year.

Pupil group	Attendance 2023/4	Attendance 2024/5
All pupils	90.8%	91.2%
Pupils with free school meals (FSM)	86.8%	88.2%
Pupils with no FSM	91.9%	92.1%
Pupils with special educational needs (SEN) support	86.8%	85.7%

There is a year-on-year increase in our attendance since implementing the TPAT tiered approach, but we aspire for there not to be any difference. Our focus is on reducing persistent absence, particularly for FSM and PP students.

3

Behaviour and Engagement

Data from 2024-25 demonstrates a % suspension per 100 rate of 28%. Suspensions remain a key area of focus. To date, there have been 157 suspensions, an increase of 39 compared to the same point last year. Although rates are significantly higher than TPAT and national averages, they remain below Cornwall's figures. Encouragingly, the monthly average halved from 18 to 9 in May and June—a 50% reduction that reflects the impact of recent interventions across pastoral care, SEND, attendance, and leadership.

Suspension data analysis shows:

- 40% occurred in Year 9
- 74% of suspended students were male
- 73% had SEND
- 62% were disadvantaged

Permanent exclusions (PEX) currently stand at three, up from two last year, resulting in a rate of 0.54. This is above the predicted national rate (0.26) and slightly above TPAT's expected rate (0.50), though in line with Cornwall's average.

Pupil Premium students at Mullion School are disproportionately represented in behaviour incidents, including suspensions. This could reflect aspects of underlying unmet needs and barriers to engagement.

Key contributing factors include:

- Unidentified or unsupported SEND
- Poor emotional regulation and low resilience
- Limited access to early intervention and pastoral support
- External factors impacting behaviour and wellbeing

Reducing exclusions is essential to safeguarding learning continuity and ensuring equitable access to education for disadvantaged pupils.

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Parental Engagement and Support

Parental engagement among Pupil Premium families is often lower, which can affect attendance, learning habits, and overall pupil outcomes. Some families face barriers such as limited time, confidence, or understanding of how to support learning at home.

Key challenges include:

- Reduced attendance at school events and progress meetings
- Limited home support for reading, homework, and routines
- Lower levels of communication and partnership with school

	<ul style="list-style-type: none"> • External pressures impacting parental capacity to engage <p>Improving parental engagement is key to strengthening home-school partnerships and supporting sustained progress for disadvantaged learners.</p>
5	<p><u>Post-16 Progression</u></p> <p>Pupil Premium students at Mullion School are less likely to pursue aspirational post-16 pathways, including A-levels, vocational qualifications, or apprenticeships. This is often due to lower academic confidence, limited exposure to career options, and reduced support at home.</p> <p>Key barriers include:</p> <ul style="list-style-type: none"> • Lower attainment and reduced readiness for Level 3 study • Limited awareness of post-16 opportunities and pathways • Fewer encounters with employers, colleges, and role models • Anxiety around transition and lack of tailored guidance <p>Improving post-16 progression is vital to raising aspirations and ensuring disadvantaged students can access meaningful next steps in education, employment, or training.</p>
6	<p><u>Participation in Wider School Life</u></p> <p>All students are offered enrichment activities at Mullion School.</p> <p>Pupil Premium students at Mullion School are 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"> • Financial constraints limiting access to trips, clubs, and experiences • Lower self-confidence and sense of belonging • Reduced parental engagement with extracurricular opportunities • Competing responsibilities outside school <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>
7	<p><u>KS3 curriculum mastery/ maths fluency</u></p> <p>Many Pupil Premium students at Mullion School begin KS3 with gaps in literacy, numeracy, and background knowledge, limiting their ability to access and master the curriculum. These gaps are often linked to social disadvantage, SEND, and reduced cultural capital.</p> <p>Key barriers include:</p> <ul style="list-style-type: none"> • Limited vocabulary and reading fluency, affecting comprehension across subjects • Poor retention of key knowledge, hindering cumulative learning • Restricted access to enrichment opportunities that build schema and context • Low confidence and limited metacognitive skills, reducing independent learning <p>These challenges impact progress and readiness for KS4. Our strategy focuses on early intervention, high-quality teaching, and targeted support to close these gaps and ensure all learners achieve curriculum.</p>

At KS2, average Scaled Score (SS) for current Y7 in SATs was 103.9 for all students, but 99.4 for those with disadvantage.

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Literacy: Reading Age Disparity

Average KS2 SS is 103.1, with average reading SS of 102.4, and average GPVS SS of 102. This is significantly weaker than their scores for maths. Prior attainment make up is 32.7% LPA, 48.7%MPA and 18.5% HPA. For students with disadvantage, SS are 102.1 in reading and 104.4 in GPSV.

A significant number of Pupil Premium students at Mullion School have reading ages below their chronological age on entry, which limits access to the curriculum and affects progress across subjects. This gap is particularly evident in KS3, where reading demands increase and comprehension becomes critical for subject mastery.

Key issues include:

- Delayed decoding and fluency skills
- Limited exposure to rich and varied texts
- Reduced confidence and engagement with reading
- Impact on written expression and vocabulary acquisition

Closing the reading age gap is essential to improving outcomes and ensuring equitable access to learning.

Review of reading interventions show positive impact, particularly for students with disadvantage

Year 7	Average start reading age	Average end reading age	Average months progress
Average RA	8.3	10.1	22
PP	7.8	10	26
Non PP	8.6	10.1	17
Year 8	Average start reading age	Average end reading age	Average months progress
Average RA	7.6	9.5	23
PP	7.5	9.2	20
Non PP	7.7	9.7	24
Year 9	Average start reading age	Average end reading age	Average months progress
Average RA	9.2	11.4	26
PP	9.2	11.9	32
Non PP	9.2	11	22

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><u>Challenge 1</u> Children who are pupil Premium have an A8, Basics 4+, Basics 5+ and 7+ measure at end of KS4 which increases year on year</p>	<p>Internal and external data will evidence incremental increases in attainment for pupils eligible for Pupil Premium. Outcomes at Key Stage 4, particularly in the Basics and A8, are at least in line with national averages and shows no gap compared to non-disadvantaged students. Data monitoring shows outcomes at least in line with non-disadvantaged students and at least in line with national averages.</p> <p><i>Monitored by LMC, SLT, Curriculum leaders in LMC/raising standards/Link meetings.</i></p> <p><u>Attainment of pupils with SEND/ additional need who are eligible for PP funding (including those with additional mental health needs and who are young carers)</u></p>
<p><u>Challenge 2</u> Children who are Pupil Premium attend school as often as children who are not entitled to Pupil Premium</p>	<p>Attendance for both non-PP children and PP children will be above 94% The number of children who are Pupil Premium who are persistently absent is less than 18%. There will be a reduced number of pupils eligible for PP at Tier 1 of the Attendance Strategy. There will be a reduced number of disadvantaged families receiving fixed penalty notices.</p> <p><i>Monitored by Attendance Officer and SLT in fortnightly meetings</i></p>
<p><u>Challenge 3</u> Behaviour and engagement for disadvantaged students reduce and are in line with their non-disadvantaged peers and below national averages.</p>	<ul style="list-style-type: none"> • <i>The rate of exclusions and suspensions for Pupil Premium students reduces year-on-year, term on term and term by term compared to previous years.</i> • <i>Disadvantaged students' behaviour outcomes are in line with their non-disadvantaged peers</i> • <i>Suspension rates for Pupil Premium students fall below national averages</i> • <i>Early intervention and pastoral support lead to improved engagement and reduced repeat incidents</i> • <i>Behaviour data shows a narrowing gap between disadvantaged and non-disadvantaged pupils</i> <p><i>Monitored by LMC, DHT, SLT, Behaviour team in regular Inclusion meetings – at least half termly.</i></p>
<p><u>Challenge 4</u> Support from home</p>	<p>An increased % of parents will engage in events led by school staff to support and promote academic learning.</p>

<p>Parents of children who are PP are involved in the school community and attend events</p>	<ul style="list-style-type: none"> • Increased attendance of Pupil Premium parents at school events, workshops, and progress meetings • Growth in positive home-school communication and parental involvement in learning • Pupil Premium families feel welcomed and included in the school community, as evidenced by surveys and feedback • Targeted outreach leads to improved engagement from harder-to-reach families • A measurable increase in parental participation in enrichment, transition, and support programmes • All children who are entitled to Pupil Premium will complete home learning every week. • 85% of Pupil Premium parents/carers will attend Parents Evenings. • Our admin team and SLT AHT Lead for Parental Engagement will monitor parental engagement in events, such as parents' evenings and open classroom events. • Barriers are identified by school to enable the setting to be easier to reach. <p><i>Monitored by SLT /PP Lead</i></p>
<p>Challenge 5 Progression to appropriate Further Education is well supported, so that no disadvantaged student is at risk of being NEET.</p>	<ul style="list-style-type: none"> • 100% of Pupil Premium students progress to appropriate post-16 education, employment, or training • No disadvantaged student is classified as NEET (Not in Education, Employment, or Training) • Targeted careers guidance and transition support are in place for all Pupil Premium students • Destinations data shows parity between disadvantaged and non-disadvantaged cohorts • Student voice and follow-up data reflect increased confidence and aspiration in post-16 planning <p><i>Monitored by LMC, AHT (Careers), SLT through regular meetings.</i></p>
<p>Challenge 6 Engagement in wider activities such as the extra-curricular programme, is at a level which is at least in line with non-disadvantaged students.</p>	<ul style="list-style-type: none"> • Participation rates in extra-curricular activities among Pupil Premium students are at least in line with their non-disadvantaged peers • Disadvantaged students are proportionately represented in clubs, trips, leadership roles, and enrichment opportunities • Barriers to participation (e.g. cost, transport, confidence) are identified and addressed through targeted support • Student voice and engagement surveys show increased enjoyment and sense of belonging • Monitoring data shows sustained involvement over time, not just one-off participation <p><i>Monitored by LMC, AHT (PD), SLT through regular meetings.</i></p>

<p>Challenge 7 Mastery of the curriculum at Key Stage 3/ Maths fluency is in line with expectation and shows no gap compared to non-disadvantaged students.</p>	<ul style="list-style-type: none"> • KS3 assessment data shows Pupil Premium students achieving curriculum mastery in line with non-disadvantaged peers • The proportion of disadvantaged students working at or above age-related expectations increases year-on-year • Gaps in attainment between disadvantaged and non-disadvantaged students narrow across core subjects • Formative and summative data reflect improved retention, understanding, and application of key concepts • Monitoring shows consistent progress across all year groups, with early intervention where needed <p><i>Monitored by LMC, AHT (data & assessment), SLT, Curriculum Leaders through regular Link meetings.</i></p>
<p>Challenge 8 Literacy: Reading ages for PP children are at least in line with chronological age and at least in line with RA of non-disadvantaged students.</p>	<ul style="list-style-type: none"> • Reading ages of Pupil Premium students are at least in line with their chronological age • The gap between reading ages of disadvantaged and non-disadvantaged students is narrowed or closed • Regular assessment shows sustained improvement in reading fluency and comprehension • Targeted literacy interventions lead to measurable progress for identified students • Improved reading confidence and engagement is evident through student voice and classroom observation <p><i>Monitored by LMC, AHT (data & assessment), SLT, Curriculum Leaders through regular Link meetings.</i></p>

Teaching:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy and Numeracy Leadership for Universal and Targeted Improvement</p>	<p>Mullion School has strengthened its provision for disadvantaged learners through the appointment of a Literacy Co-ordinator and Reading Champion and a Numeracy specialist TA. These roles will drive evidence-informed practice across the curriculum, with a focus on reading fluency, comprehension, vocabulary, oracy and writing, and small group maths coaching.</p> <p>The Literacy Co-ordinator will lead targeted interventions and whole-school strategies based on high-impact approaches identified by the EEF:</p> <ul style="list-style-type: none"> • Reading comprehension strategies (+6 months impact) • Oral language interventions (+6 months) • Phonics (+5 months) • Small group tuition (+4 months) • Reading fluency as a foundation for comprehension and engagement. <p>The Numeracy Lead will implement the EEF's Peer-to-Peer Coaching Maths Model, to improve mathematical understanding, metacognition, and confidence.</p>	<p>1, 7, 8</p>

	<p>The literacy roles will incorporate findings from the Oracy Commission's We Need To Talk report (Oct 2024), which highlights the importance of spoken language in learning, particularly for disadvantaged pupils.</p> <p><u>Intended outcomes:</u></p> <ul style="list-style-type: none"> • Improve literacy and numeracy outcomes for Pupil Premium students. • Embed high-impact, evidence-based strategies across departments. • Develop pupil confidence, independence, and metacognitive skills through structured coaching and oracy. 	
<p>Incremental coaching for Pedagogical Excellence</p>	<p>To strengthen and maintain consistently high-quality teaching, CPD must be embedded into everyday practice. Mullion School's incremental coaching programme supports staff through step-by-step development, focusing on manageable improvements, continuous feedback, and confidence building.</p> <p>Delivered via StepLab and shaped by the TPAT Pedagogy Project, the programme uses Walkthrus to target a specific area of teaching each half term. These areas—such as live modelling and oracy—align with whole-school priorities and are selected to maximise impact for all learners, particularly those eligible for Pupil Premium.</p> <p>Intended Impact:</p> <ul style="list-style-type: none"> • Sustain high-quality, evidence-informed pedagogy across the school. • Build teacher expertise through focused, ongoing coaching. • Improve outcomes for disadvantaged students through better classroom delivery. <p><u>Evidence Base:</u></p> <p>To sustain high-quality teaching, CPD must be embedded into daily practice. The Education Endowment Foundation (EEF) identifies high-quality teaching as the most powerful lever for improving outcomes, especially for disadvantaged pupils. Their Guide to the Pupil Premium emphasises that effective teaching is the foundation of any successful strategy to close the attainment gap.</p> <p>The EEF's Effective Professional Development guidance outlines four key mechanisms for impactful CPD: building knowledge, motivating staff, developing techniques, and embedding practice. Incremental coaching—delivered via StepLab and shaped by Walkthrus—aligns closely with these mechanisms by promoting gradual improvement, confidence building, and sustainable change.</p> <p>EEF-funded trials such as the Early Career Support Pilot and Peer-to-Peer Coaching show that coaching models can improve teacher practice and pupil outcomes, particularly when focused on metacognition and deliberate practice.</p>	<p>1, 2, 5, 7, 8</p>

	<p>The EEF also highlights that embedded, well-designed CPD improves pupil outcomes and helps close the disadvantage gap. Their Teaching and Learning Toolkit supports this.</p>	
<p>Embedding Digital Transformation for Equity and Impact</p>	<p>Mullion School is embedding a Digital Transformation Strategy to ensure equitable access to high-quality learning for all students, particularly those eligible for Pupil Premium. This strategy includes a clear pedagogical rationale, targeted CPD for staff, and a focus on improving standards and outcomes through purposeful use of technology.</p> <p>The approach is guided by the EEF's Using Digital Technology to Improve Learning guidance report, which emphasises that technology must be used to enhance teaching, not replace it. Key areas of impact include:</p> <ul style="list-style-type: none"> • Direct instruction and modelling: Technology can improve the clarity and accessibility of explanations. • Assessment: Digital tools can increase the accuracy and efficiency of formative assessment. • Feedback: Technology can support timely, targeted feedback to address misconceptions. <p>The strategy aligns digital tools with curriculum intent and teaching priorities. CPD will focus on building staff confidence and competence in using technology to support learning, particularly for disadvantaged pupils.</p> <p>EEF guidance report: using digital technology to improve learning with impact through direct instruction (and modelling), assessment and feedback.</p>	<p>1, 2, 7, 8</p>
<p>Digital Access – Stylus Provision for FSM Students</p>	<p>Provide a stylus for every student to support equitable access to digital learning across the curriculum. This initiative enhances engagement, supports independent learning, and ensures disadvantaged students can fully participate in technology-enabled teaching.</p> <p>Evidence Base</p> <ul style="list-style-type: none"> • EEF – Using Digital Technology to Improve Learning – Highlights the importance of access to digital tools in supporting learning, especially when combined with effective teaching. • EEF – Metacognition and Self-Regulation – Stylus use can support planning, note-taking, and reflection, key components of independent learning. • EEF – Closing the Digital Divide – Emphasises the need to address digital inequality to improve outcomes for disadvantaged pupils. <p>Intended outcomes</p> <ul style="list-style-type: none"> • Improved access to digital learning and curriculum resources. • Enhanced engagement and independence through active use of technology. • Greater equity in classroom participation and homework completion. 	<p>1, 4, 7</p>

<p>Enhancing Mathematics Curriculum and Pedagogy through Collaborative Planning</p>	<p>Mullion School is enhancing its mathematics curriculum and pedagogy through its development of the Connect Curriculum alongside the other maths departments in the Trust.</p> <p>Across TPAT, our core purpose in our Mathematics is to empower all students to acquire the essential knowledge needed for independent mathematical thinking, setting them up for success in their future education, employment, and daily lives. We aim for all students to become enthusiastic learners who embrace mathematics with positivity and curiosity, fostering a love for the subject.</p> <p>We strive to cultivate resilient learners capable of mastering, adapting, and fluently applying a diverse range of mathematical techniques. Our goal is to develop logical, analytical thinkers who can effectively reason and solve problems using a comprehensive toolkit of mathematical skills. Additionally, we emphasize the importance of numeracy, encouraging students to apply their mathematical knowledge confidently in real-world contexts.</p> <p>Furthermore, we seek to nurture adaptable thinkers who recognise and understand the connections between different mathematical topics, enhancing their ability to approach problems from multiple perspectives. Via a structured, "small steps" curriculum we constantly strive to build on prior knowledge. Through employing a range of engaging teaching methods and using concrete resources and mathematical representations we aim to guide students towards a deep understanding of many abstract mathematical concepts.</p> <p>NCETM Core Concepts will be adopted: Theme 1 - The structure of the number system, Theme 2 - Operating on Number, Theme 3 - Multiplicative Reasoning, Theme 4 - Sequences and Graphs, Theme 5 - Statistics and Probability, Theme 6 - Geometry</p> <p>At TPAT, we aim to equip all students with the knowledge, skills, and confidence for independent mathematical thinking, fostering resilience, curiosity, and a lifelong appreciation for mathematics in real-world contexts.</p> <p>Our maths curriculum fosters personal development by equipping students with essential problem-solving, analytical, and logical reasoning skills. We cultivate resilience, independence, and a growth mindset, encouraging students to embrace challenges with confidence. Through collaborative learning, real-world applications, and digital integration, we nurture curiosity and creativity in mathematics. We promote equity by supporting disadvantaged students and those with special educational needs, ensuring all learners thrive. Our curriculum builds numeracy skills vital for future</p>	<p>1, 2, 5, 7</p>
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	<p>education, employment, and daily life, empowering students to make informed decisions. Ultimately, we inspire a lifelong appreciation of mathematics, preparing students for success in an ever-evolving world.</p> <p>Our maths curriculum embeds literacy to develop students' ability to articulate, reason, and communicate mathematically with precision and confidence. We emphasise subject-specific vocabulary, encouraging students to read, write, and discuss mathematical concepts fluently. Through problem-solving, structured reasoning, and clear explanations, we support logical thinking and comprehension. We provide targeted support for disadvantaged and SEND students, ensuring accessibility for all. By integrating reading strategies, structured discussion, and written justifications, we enhance mathematical literacy, preparing students for future education and employment. Ultimately, our approach nurtures confident learners who can interpret, analyse, and apply mathematical language in real-world contexts.</p> <p>Ensuring equity in mathematics by empowering disadvantaged students with the support, resources, and opportunities to thrive.</p> <p>Providing tailored support and inclusive strategies to empower students with special educational needs to succeed and thrive in mathematics. It is our aim that all students, including SEND, access the same curriculum however in a few cases alternative lessons, work and exams will be utilised.</p> <p>Technology is at the very heart of all mathematical learning with which our students engage. Students utilise iPads daily in their learning, with Showbie the platform on which all lesson content is both taught and shared. This is further supplemented by regular AfL quizzing using Socrative, and Sparx Maths is used as the primary tool for independent learning. All approaches and programs aim to support engagement, independence, and deeper mathematical understanding for all students throughout their time with us.</p>	
Curriculum/ Subject leadership for disadvantaged Learners	<p>Curriculum and subject leaders at Mullion School play a pivotal role in ensuring disadvantaged students do not fall behind. This is achieved through close monitoring, timely intervention, and the implementation of faculty-level PP strategies that reinforce the delivery of high-quality first teaching. This approach is underpinned by the EEF's Guide to the Pupil Premium, which states:</p> <ul style="list-style-type: none"> • "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." • "Evidence consistently shows the positive impact that targeted academic support can have, particularly 	1, 7, 8

	<p>when it is aligned with classroom teaching and curriculum."</p> <p>Subject leaders will use data to identify pupils at risk, coordinate targeted support, and ensure that teaching strategies are inclusive, adaptive, and evidence-informed. This includes aligning departmental planning with whole-school priorities and ensuring that interventions are timely, purposeful, and monitored for impact.</p> <p>Intended outcomes:</p> <ul style="list-style-type: none"> • Strengthen accountability and responsiveness at subject level. • Ensure disadvantaged pupils receive timely support and high-quality teaching. • Embed faculty-level strategies that contribute to whole-school improvement. 	
<p>Embedding Self-Understanding and Cognitive Learning Strategies</p>	<p>Mullion School is embedding self-understanding and cognitive learning strategies as foundational elements of educational success. Staff explicitly support Pupil Premium students—particularly those approaching exams—in developing metacognitive skills, effective revision techniques, and learning-to-learn strategies.</p> <p>This approach is guided by the EEF's Metacognition and Self-Regulated Learning guidance report, which shows that metacognitive strategies can lead to +7 to +8 months of additional progress, especially for disadvantaged pupils. Key recommendations include:</p> <ul style="list-style-type: none"> • Teaching metacognitive strategies alongside subject content • Supporting pupils to plan, monitor, and evaluate their learning • Modelling metacognitive thinking and promoting learner independence <p>Additionally, the EEF's Feedback strand highlights that high-quality feedback—focused on task, subject, and self-regulation—can lead to +6 months of progress. This reinforces the importance of formative assessment and reflective learning practices.</p> <p>Intended outcomes:</p> <ul style="list-style-type: none"> • Equip disadvantaged learners with the tools to study effectively and independently. • Improve exam readiness and confidence through explicit teaching of revision and learning strategies. • Foster long-term academic resilience and self-regulation. 	<p>1, 5, 7, 8</p>
<p>Behaviour and Rewards Strategy to Motivate and Support Disadvantaged Learners</p>	<p>Mullion School is embedding a behaviour and rewards system designed to motivate, support, and encourage disadvantaged students, underpinned by consistent routines and positive reinforcement. This system is supported through the Walkthru CPD model, ensuring staff are equipped with practical strategies to promote positive behaviour and engagement.</p>	<p>1, 3, 4, 5</p>

	<p>The approach draws on the EEF's Behaviour Interventions evidence, which shows that behaviour strategies can lead to +3 months of progress, particularly when they are:</p> <ul style="list-style-type: none"> • Integrated into regular classroom routines • Tailored to individual needs • Supported by professional development for staff <p>Additionally, the EEF's Improving Behaviour in Schools guidance report recommends:</p> <ul style="list-style-type: none"> • Understanding pupils and their influences • Teaching learning behaviours alongside managing misbehaviour • Using simple, consistent approaches across the school • Ensuring staff have the training and support to implement strategies effectively <p>By aligning behaviour systems with pedagogical CPD, Hayle Academy ensures that positive behaviour is reinforced through high-quality teaching, creating a supportive environment where disadvantaged learners can thrive.</p> <p>Intended outcomes:</p> <ul style="list-style-type: none"> • Improve engagement, motivation, and self-regulation among disadvantaged students. • Reduce barriers to learning caused by behavioural challenges. • Foster a consistent, inclusive school culture that supports academic success. 	
<p>Monitoring and Supporting Service Children's Attainment and Attendance</p>	<p>Mullion School is committed to ensuring that service children make expected progress and feel fully supported within the school community. This includes close monitoring of attendance and attainment compared to the wider school population, and implementing targeted interventions where needed.</p> <p>This approach aligns with the DfE's Service Pupil Premium: Examples of Best Practice, which highlights effective strategies such as:</p> <ul style="list-style-type: none"> • Dedicated pastoral roles who support service children at times of deployment, for example. They ensure adaptations are made to support the child. • Transition support and deployment-sensitive interventions <p>These practices are designed to address the unique challenges faced by service children, including mobility, deployment-related stress, and social-emotional needs. Monitoring ensures that these pupils are not disadvantaged by their circumstances and can thrive academically and personally.</p> <p>Intended outcomes:</p> <ul style="list-style-type: none"> • Ensure service children achieve expected progress and maintain strong attendance. 	<p>1, 2, 4, 6</p>

	<ul style="list-style-type: none"> • Provide tailored support that reflects the unique needs of military families. • Strengthen inclusion and wellbeing through proactive pastoral and academic strategies. 	
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Targeted academic support :

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and numeracy targeted interventions	<p>Literacy:</p> <ul style="list-style-type: none"> • Graduated Reading Interventions: Daily, 6-week cycles led by the Literacy Specialist Tutor for students furthest behind. Based on Read Write Inc. Fresh Start, Lexia and Peer reading. • Disciplinary Literacy: Subject-specific reading strategies embedded across the curriculum, including participation in the EEF Geography Reading Programme. <p>Numeracy:</p> <ul style="list-style-type: none"> • Small Group Tuition: Targeted support during curriculum time for students below age-related expectations. Personalised interventions based on assessments. • Peer-to-Peer Coaching: Participation in the EEF Mathematics Peer Coaching Programme, supporting collaborative learning and mathematical reasoning. <p>Evidence Base</p> <p>Improving Literacy in Secondary Schools EEF – EEF Guidance Report</p> <p>Reading comprehension strategies EEF – EEF Toolkit</p> <p>Phonics – EEF Toolkit EEF blog: Phonics - mastering the basics of reading EEF Read Write Inc. Phonics and Fresh Start - trial EEF</p> <p>Oral Language Interventions – EEF Toolkit Small Group Tuition – EEF Toolkit EEF blog: Teaching reading - Embedding comprehension strategies EEF</p> <p>David Didau: Why 'just reading' might make more of a difference than teaching reading – David Didau</p> <p>Intended Outcomes</p> <ul style="list-style-type: none"> • Accelerated progress in reading age and mathematical fluency for disadvantaged students. • Improved comprehension, vocabulary, and reasoning through targeted literacy and numeracy support. • Increased engagement with reading and collaborative maths learning. • Reduction in the number of PP students below age-related expectations in English and Maths. • Strengthened disciplinary literacy across subjects. 	1, 2, 4, 7, 8

<p>Online learning packages</p>	<ul style="list-style-type: none"> • Sparx Maths: Adaptive homework and revision platform that supports independent learning, consolidates key mathematical knowledge, and tracks engagement and progress. • Sparx Reader: Adaptive Reading homework for all KS3 students in English. • Language Gym: Interactive language learning platform that reinforces vocabulary, grammar, and comprehension in MFL through retrieval-based practice. <p>These platforms are used to: support home learning and revision; reinforce curriculum content; provide targeted practice for disadvantaged students; increase engagement and confidence in core subjects.</p> <p>Evidence base Homework – EEF Teaching & Learning Toolkit Digital Technology – EEF Toolkit Using Digital Technology to Improve Learning – EEF Guidance Report EEF Blog: Homework – What Does the Evidence Say?</p>	<p>1, 4, 6, 7, 8</p>
<p>Year 11 Revision Support Programme</p>	<p>Targeted After-School Revision Programme: Structured sessions for Year 11 students focused on closing specific knowledge gaps in publicly examined subjects.</p> <p>Designed to remove barriers to attainment at all levels and support students who may struggle to revise effectively at home. Sessions prioritise exam technique, retrieval practice, and personalised academic support.</p> <p>These approaches are shown to be particularly effective when: tuition is targeted at specific learning gaps; delivered by trained staff; integrated with classroom teaching and curriculum content.</p> <p>Evidence base One to One Tuition – EEF Teaching & Learning Toolkit Small Group Tuition – EEF Teaching & Learning Toolkit</p> <p>Intended Outcomes</p> <ul style="list-style-type: none"> • Accelerated progress for disadvantaged Year 11 students in core subjects. • Improved confidence and preparedness for GCSE exams. • Reduction in gaps in knowledge and skills that hinder progress and outcomes. • Increased engagement with revision and independent study. • Evidence of impact through assessment data, attendance tracking, and student feedback. 	<p>1, 5</p>

<p>ASDAN My Independence Award</p>	<ul style="list-style-type: none"> ASDAN My Independence Award is delivered to a small cohort of highly vulnerable students, including those with complex needs and significant barriers to engagement. The programme focuses on developing essential life skills, personal development, and independence, supporting students to build confidence, resilience, and social interaction. It is designed to complement academic provision by addressing wider developmental needs and preparing students for life beyond school. <p>Evidence Base</p> <ul style="list-style-type: none"> Social and Emotional Learning – EEF Teaching & Learning Toolkit Essential Life Skills – EEF Evidence Review <p>These approaches are shown to:</p> <ul style="list-style-type: none"> Support improved self-regulation, decision-making, and interpersonal skills. Contribute to academic progress through enhanced engagement and wellbeing. Be particularly impactful for disadvantaged and vulnerable learners when embedded in a supportive school ethos. <p>Intended Outcomes</p> <ul style="list-style-type: none"> Improved confidence, self-esteem, and independence for vulnerable students. Enhanced social and emotional skills, including communication and resilience. Increased engagement with school and readiness for post-16 pathways. Reduction in behavioural incidents and improved attendance. Evidence of impact through student portfolios, staff feedback, and progress tracking. 	<p>1, 4, 5, 6</p>
<p>1:1 Support for Service Students</p>	<ul style="list-style-type: none"> Targeted 1:1 Support: Delivered by TIS Practitioner. This provision offers personalised pastoral and emotional support to students from service families. Sessions focus on wellbeing, transition, deployment-related challenges, and building resilience. Designed to ensure service students feel supported, understood, and able to thrive academically and socially. <p>Evidence Base</p> <ul style="list-style-type: none"> Service Pupil Premium: Examples of Best Practice – GOV.UK <p>This DfE guidance highlights 1:1 pastoral support as a recognised example of best practice in supporting service children, particularly in relation to:</p> <ul style="list-style-type: none"> Emotional wellbeing during parental deployment. Transition between schools due to mobility. Strengthening relationships between school, families, and the armed forces community. <p>Intended Outcomes</p> <ul style="list-style-type: none"> Improved emotional wellbeing and resilience for service students. 	<p>1, 2, 4, 6</p>

	<ul style="list-style-type: none"> • Stronger relationships between school and service families. • Increased engagement and academic progress. • Reduced impact of mobility and deployment on learning. 	
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Wider strategies:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Tiered Strategy led by Attendance Team	<p>Embed the school's attendance policy and tiered procedures, deploying Pastoral Leaders, tutors, Attendance Officer, and EWO to target and support disadvantaged students. Monitor data weekly, intervene early, and engage families to reduce persistent absence. Ensure consistent implementation of classroom catch-up strategies to maximise access to high-quality teaching.</p> <p><u>Evidence Base</u></p> <ul style="list-style-type: none"> • DfE (2015) – The Link Between Absence and Attainment • EEF – The Pupil Premium Guide • DfE (2022) – Working Together to Improve School Attendance <p><u>Intended outcomes</u></p> <ul style="list-style-type: none"> • Improved attendance and reduced persistent absence, enabling consistent access to high-quality teaching. • Accelerated progress through embedded catch-up strategies that close gaps caused by missed learning. • Stronger engagement and wellbeing through early, targeted pastoral support and family involvement. 	2, 1, 4, 5
Removing Barriers to Curriculum and Enrichment Access	<p>Provide financial support to disadvantaged students to access the full curriculum and wider opportunities. This includes: DofE programme, DT ingredients/resources, revision materials, transport, enrichment activities, trips and visits, and pre-loved uniform.</p> <p><u>Evidence Base</u></p> <ul style="list-style-type: none"> • EEF – <i>Small Group Tuition</i> – Supports progress when access to learning is targeted. • EEF – <i>Behaviour Interventions</i> – Promotes engagement and participation. • EEF – <i>One-to-One Tuition</i> – Effective when tailored to individual needs and barriers. <p><u>Intended outcomes</u></p> <ul style="list-style-type: none"> • Improved attendance and engagement through reduced financial and practical barriers. • Increased participation in enrichment and cultural capital-building experiences. • Enhanced sense of belonging and aspiration through inclusive access to opportunities. 	1, 2, 4, 5, 6, 7
KS4 Employability & Careers Intervention (DWP-led)	<p>Targeted careers programme for KS4 students at risk of exclusion or withdrawal, delivered in partnership with Department for Work and Pensions. Focus on employer engagement, careers education, and development of self-regulation and metacognitive skills.</p>	1, 2, 3, 4, 5

	<p>Evidence Base</p> <ul style="list-style-type: none"> • EEF – Metacognition and Self-Regulation – High impact (+8 months) when pupils are taught to plan, monitor and evaluate their learning. • EEF – Guidance Report on Metacognition – Effective strategies for developing learner independence and motivation. • EEF – <i>Careers Education and Employer Engagement</i> – Supports aspiration, engagement, and post-16 progression. <p>Intended outcomes</p> <ul style="list-style-type: none"> • Improved engagement and reduced exclusions through meaningful, future-focused intervention. • Enhanced self-regulation and motivation via metacognitive skill development. • Raised aspirations and employability through direct employer involvement and careers guidance. 	
<p>Focused Careers & Post-16 Transition Support</p>	<p>Targeted careers and transition support ensures all disadvantaged students are enrolled in appropriate Post-16 provision by the end of Year 11. Support includes personalised guidance, employer engagement, and signposting to vocational and academic pathways.</p> <p>Evidence Base</p> <ul style="list-style-type: none"> • EEF – Employer Engagement in Education – Improves pupil outcomes, aspirations, and understanding of career pathways. • EEF – Careers Education Review – Highlights the impact of structured careers education on motivation and attainment. • Gatsby – <i>Good Career Guidance Benchmarks</i> – Framework for effective careers provision linked to improved destinations and engagement. <p>Intended outcomes</p> <ul style="list-style-type: none"> • Improved Post-16 progression through personalised careers guidance and transition planning. • Raised aspirations and motivation via employer engagement and exposure to future pathways. • Reduced NEET risk through early intervention and structured support. 	<p>1, 2, 3, 4, 5</p>
<p>Quality Assurance – Curriculum Consistency for PP Students</p>	<p>Implement themed learning walks and work sampling focused on disadvantaged students to ensure consistency of support and high standards across all curriculum areas. Regular, calendared evaluation of learning experiences ensures expectations remain high.</p> <p>Evidence Base</p> <ul style="list-style-type: none"> • EEF – High-Quality Teaching – The most effective lever for improving outcomes, especially for disadvantaged pupils. • EEF – Implementation Guidance Report – Emphasises structured, sustained approaches to school improvement. • EEF – Closing the Disadvantage Gap Toolkit – Highlights the importance of consistent, high expectations and feedback for disadvantaged learners. <p>Intended outcomes</p> <ul style="list-style-type: none"> • Improved consistency and quality of teaching across subjects and staff. • Raised expectations and outcomes for disadvantaged learners. 	<p>1, 3, 5, 7, 8</p>

	<ul style="list-style-type: none"> Greater equity in learning experiences through focused monitoring and support. 	
Pastoral Support for Military Students	<p>Prioritised support from the pastoral team, including the Senior Pastoral Leads and TIS practitioners, for military students during challenging times such as mobility or parental deployment. Provision includes access to mental health support and signposting through the Team Around the School model.</p> <p>Evidence Base</p> <ul style="list-style-type: none"> GOV.UK – Service Pupil Premium: What You Need to Know – Funding designed to provide pastoral support during deployment and mobility. GOV.UK – Service Pupil Premium: Examples of Best Practice – Highlights effective strategies for supporting service children's wellbeing and integration. <p>Intended outcomes</p> <ul style="list-style-type: none"> Improved emotional wellbeing and resilience during periods of family transition or separation. Reduced exclusions and improved attendance through timely, targeted pastoral support. Stronger relationships and engagement via consistent adult support and signposted services. 	1, 2, 3, 4, 6

2025-2026 - Total budgeted cost: £172,237

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.

TPAT KPIs	Outcomes 2025	Outcomes 2024	Outcomes 2023
Attendance	91.2%	90.3%	89.9%
FSME6 Attendance	88.9%	88%	88.4%
Persistent Absence	24.3%	31.4%	34.9%
FSME6 Persistent Absence	40.79%	51.03%	49.33%
KS4 Basics 5+	41%	34%	47%
FSME6 Basics 5+	17%	15%	38.7%
KS4 Basics 4+	57%	67%	68%
FSME6 Basics 4+	26%	50%	45.2%
KS4 Attainment 8	43	43.3	48.9
FSME6 Attainment 8	32	35	42.61%
Post 16 Destinations	Not yet available	1.8%	1.9%

Suspension Rate (per 100 pupils)	0.29:100 29%	0.20:100 20%	0.14:100 14%
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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
Articulacy	NSSW
Read Write Inc.	OUP
Duke of Edinburgh Award	Duke of Edinburgh
Drug Education	We Are With You (Yzup)
Healthy Eating	Cornwall Council
ASDAN	ASDAN

Service pupil premium funding

Measure	Details

How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending?	