Helston Community College

Aiming for success through a truly inclusive approach

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	Helston Community College
Number of pupils in school	1306 (1111 in Y7 to 11)
Proportion (%) of Pupil Premium eligible pupils (Y7-11)	40% Pupil Premium (448 students) 23% FSME6 (253 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	November 2025
Date on which it will be reviewed	November 2026 (Reviewed) November 2027
Statement authorised by	Alex Lingard - Headteacher
Pupil Premium Lead	Peter Carpenter - Headteacher
LMC / Trustee Lead	David Hearne - 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	£348,226	£355,778	£369,362
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	£348,226	£355,778	£369,362

Part A: Pupil Premium Strategy Plan

Statement of intent

At Helston Community College, 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 disadvantaged pupils 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	**Attainment** The **A8 outcome** of 44 is much improved on 2024 but is slightly below the National Average. There has been a significant improvement in the A8 outcome for disadvantaged students compared to the 2024 outcome and the 2025 outcome is the same as the National 2024 figure (for disadvantaged pupils). This is a key priority area for the school for 2025-26, so that the outcome is at least in line with National Average. The **2025 Basics 5+** outcome of 47% is significantly above the 2024 outcome and is slightly above the National average for 2025. Maintaining an above average outcome is a key priority area for the school for 2025-26. The outcome of 30% for disadvantaged students is a significant improvement on the 2024 outcome and is above the National 2024 figure (for disadvantaged pupils). For English, the outcome of 39% for disadvantaged students shows an improvement of 15% compared to the 2024 outcome. For Maths, the outcome of 32% for disadvantaged students shows an increase of 24% compared to the 2024 outcomes. The **2025 Basics 4+** outcome of 63% is an increase of 9% compared to the 2024 exam outcome but it is slightly below the national average and is a priority for improvement. The outcome of 43% for disadvantaged students is a significant improvement compared to 2024 outcomes by 19%. For English, the outcome of 52% for disadvantaged students demonstrates an improvement of 8% compared to the 2024 exam outcomes. For Maths, the outcome of 48% for disadvantaged students represents a significant improvement of 11% compared to the 2024 outcome. Our aim is to ensure that outcomes of all students is at least in line with National Averages, including disadvantaged students and other students considered vulnerable (e.g. SEND, Young Carers).
2	**Attendance** Although our overall attendance has seen a year on year increase since 2022, we were slightly below the national average, but above the averages for Cornwall and the South-west in 2024-25. Compared to the DFE's similar schools' analysis in 2024-25 we fared well (4th out of 22). However, the attendance of disadvantaged students remains significantly below that of their peers (84.2% vs 91.9%), and persistent absence shows even more of a concern (49.2% vs 22.1%). This is a key priority of the school for 2025-26.
3	***Behaviour and Engagement*** **Suspensions** Data from 2024-25 demonstrates a suspension rate of 7% for all students (significantly below the Cornwall and national average). However, disadvantaged students at Helston Community College 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. <u>Attitude to Learning</u> Attitude to Learning Scores have shown a year-on-year increase over the last 3 years, including that of our disadvantaged students. However, there is a gap between disadvantaged pupils and their peers which although isn't increasing remains static. Average scores of 3.60 vs 3.34 in 2024-25, and 3.55 vs 3.29 in 2023-24.
4	**<u>Parental Engagement and Support</u>** In 2024-2025 54% of parents of disadvantaged students attended parents' meetings, compared to 74% of their peers (71% overall). Parental engagement among disadvantaged 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 • External pressures impacting parental capacity to engage Improving parental engagement is key to strengthening home-school partnerships and supporting sustained progress for disadvantaged learners.
5	**<u>Post-16 Progression</u>** The last published dataset showed 0.9% of students were NEET after Year 11. This was a reduction compared to the previous year (3.3%), however, both figures are better than the national averages for those years. Disadvantaged students at Helston Community College 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. Key barriers include: • 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 Improving post-16 progression is vital to raising aspirations and ensuring disadvantaged students can access meaningful next steps in education, employment, or training.

6	**<u>Participation in Wider School Life</u>** Participation to extra-curricular activities (including taking up student leadership positions) is as follows: <u>2024-25</u> 60% of all students tried at least one club compared to 57% of disadvantaged students 52% of all students regularly attended at least one club compared to 51% of disadvantaged students 57% of all students represented the school in some way compared to 56% of disadvantaged students 24% of all students took up a student leadership role compared to 23% of disadvantaged students Disadvantaged students at Helston Community College are slightly less likely to engage in enrichment activities, leadership roles, and wider school opportunities that build confidence, aspiration, and cultural capital. Barriers include: • 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 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.
7	**<u>KS3 curriculum mastery/ maths fluency</u>** Many disadvantaged students at Helston Community College 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. Key barriers include: • 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 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. As an example, the data below shows the gap between all students and disadvantaged students in their KS2 SATs in relation to maths:

Strand	Marks available	Correct response %	National %	Difference
C. Addition, subtraction, multiplication and division (calculations)	42	67	73	-6
A. Algebra	4	53	58	-5
F. Fractions, decimals and percentages	25	58	63	-5
P. Geometry - position and direction	3	79	79	0
G. Geometry - properties of shapes	4	51	56	-5
M. Measurement	9	58	63	-5
N. Number and place value	11	82	83	-1
R. Ratio and proportion	7	45	52	-7
S. Statistics	5	68	71	-3

All students

(Y7, 2025)

Strand	Marks available	Correct response %	National %	Difference
C. Addition, subtraction, multiplication and division (calculations)	42	57	73	-16
A. Algebra	4	34	58	-24
F. Fractions, decimals and percentages	25	47	63	-16
P. Geometry - position and direction	3	73	79	-6
G. Geometry - properties of shapes	4	35	56	-21
M. Measurement	9	45	63	-18
N. Number and place value	11	77	83	-6
R. Ratio and proportion	7	30	52	-22
S. Statistics	5	62	71	-9

Disadvantaged students

(Y7, 2025)

8

Literacy: Reading Age Disparity

A significant number of disadvantaged students at Helston Community College 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.

As an example, the data below shows the gap between all students and disadvantaged students in their KS2 SATs in relation to reading:

Reading

Strand	Marks available	Correct response %	National %	Difference
2a. Give / explain the meaning of words in context	6	77	76	1
2b. Retrieve and record information / identify key details from fiction and non-fiction	15	72	73	-1
2c. Summarise main ideas from more than one paragraph	3	73	74	-1
2d. Make inferences from the text / explain and justify inferences with evidence from text	24	62	63	-1
2h. Make comparisons within the text	1	49	52	-3
2g. Identify / explain how meaning is enhanced through choice of words and	1	80	80	0

All students

(Y7, 2025)

Reading

Strand	Marks available	Correct response %	National %	Difference
2a. Give / explain the meaning of words in context	6	70	76	-6
2b. Retrieve and record information / identify key details from fiction and non-fiction	15	66	73	-7
2c. Summarise main ideas from more than one paragraph	3	64	74	-10
2d. Make inferences from the text / explain and justify inferences with evidence from text	24	59	63	-4
2h. Make comparisons within the text	1	47	52	-5
2g. Identify / explain how meaning is enhanced through choice of words and phrases	1	82	80	2

Disadvantaged students

(Y7, 2025)

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
<u>Challenge 1</u> Children who are disadvantaged have an A8, Basics 4+, Basics 5+ and 7+ measure at end of KS4 which increases year on year	Internal and external data will evidence incremental increases in attainment for disadvantaged students. 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. *Monitored by LMC, SLT, Curriculum leaders in LMC/raising standards/Link meetings.*

<u>Challenge 2</u> Children who are disadvantaged attend school as often as children who are not	Attendance for disadvantaged and non-disadvantaged students will be above the national and regional averages. The number of disadvantaged students who are persistently absent will be less than the national average. There will be a reduced number of disadvantaged students at Tier 1 of the Attendance Strategy. There will be a reduced number of disadvantaged families receiving fixed penalty notices. *Monitored by Attendance Officer, HOYs and SLT in fortnightly meetings*
<u>Challenge 3</u> **Behaviour and engagement** for disadvantaged students reduce and are in line with their non-disadvantaged peers and below national averages.	• The rate of exclusions and suspensions for disadvanatged students reduces year-on-year, term on term, and term by term compared to previous years. • Disadvantaged students' behaviour outcomes are in line with their non-disadvantaged peers • Suspension rates for disadvantaged students fall below national averages • Early intervention and pastoral support lead to improved engagement and reduced repeat incidents • Behaviour data shows a narrowing gap between disadvantaged and non-disadvantaged pupils *Monitored by LMC, Senior AHT, SLT, Behaviour team in regular pastoral meetings – at least half termly.*
<u>Challenge 4</u> **<u>Support from home</u>** Parents of disadvantaged students are involved in the school community and attend events	An increased % of parents will engage in events led by school staff to support and promote academic learning. • Incresed attendance of disadvanatged parents at school events, workshops, and progress meetings • Growth in positive home-school communication and parental involvement in learning • DIsadvanatged 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 disadvantaged students will complete homework every week. • 75% of disadvantaged parents/carers will attend Parents Evenings. • Our admin team and SLT will monitor parental engagement in events, such as parents evenings (PTCs and PIEs) • Barriers are identified by school to enable the setting to be easier to reach. *Monitored by SLT /PP Lead*

<u>Challenge 5</u> **Progression to appropriate Further Education** is well supported, so that no disadvantaged student is at risk of being NEET.	• 100% of disadvanatged 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 Disadvantaged 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 *Monitored by LMC, Careers, SLT through regular meetings.*
<u>Challenge 6</u> **Engagement in wider activities** such as the extra-curricular programme, is at a level which is at least in line with non-disadvantaged students.	• Participation rates in extra-curricular activities among disadvantaged 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 *Monitored by LMC, SLT through regular meetings.*
<u>Challenge 7</u> **Mastery of the curriculum at Key Stage 3/ Maths fluency** is in line with expectation and shows no gap compared to non-disadvantaged students.	• KS3 assessment data shows disadvanatged 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 *Monitored by LMC, AHT (data & assessment), SLT, HOF (through regular Link meetings)*
<u>Challenge 8</u> **Literacy: Reading** ages for disadvantaged students are at least in line with chronological age and at least in line with RA of non-disadvantaged students.	• Reading ages of disadvantaged 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 *Monitored by LMC, AHT (data & assessment), SLT, HOF (through regular Link meetings).*

Strategies to Achieve our Intended Outcomes

This explains the strategies we will be employing to help achieve the outcomes we have set ourselves above. The strategies are broken down into 3 areas:

A) Teaching
B) Targeted Academic Support
C) Wider Strategies

A) Teaching

2025-26: £177,595 (51% spend of PPG)
2026-27: £181,306 (50% spend of PPG)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and Numeracy Leadership for Universal and Targeted Improvement	Helston Community College is strengthening its provision for disadvantaged learners through increased literacy provision (as documented in our Literacy Strategy) led by DHT (QofE and Literacy Lead), AHT (T&L) and HOF-English (Literacy Lead), and our Strategic and Operational SENCOs. These roles will drive evidence-informed practice across the curriculum, with a focus on reading fluency, comprehension, vocabulary and oracy. This will include targeted interventions and whole-school strategies based on high-impact approaches identified by the EEF: • 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. 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. To support this a member of support staff has facilitated the centralisation of weekly oracy resources to be used during tutor time for students in Years 7 to 10. In addition, our HOF-Maths will implement the EEF's Peer-to-Peer Coaching Maths Model, to improve mathematical understanding, metacognition, and confidence.	1, 7, 8

	Intended outcomes: • Improve literacy and numeracy outcomes for disadvantaged students. • Embed high-impact, evidence-based strategies across departments. • Develop pupil confidence, independence, and metacognitive skills through structured coaching and oracy.	
Incremental coaching for Pedagogical Excellence	To strengthen and maintain consistently high-quality teaching, CPD must be embedded into everyday practice. Helston Community College's incremental coaching programme supports staff through step-by-step development, focusing on manageable improvements, continuous feedback, and confidence building. 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-related strategies—align with whole-school priorities and are selected to maximise impact for all learners, particularly disadvantaged students. Intended Impact: • 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. **Evidence Base:** 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. 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. 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. The EEF also highlights that embedded, well-designed CPD improves pupil outcomes and helps close the	1, 2, 5, 7, 8

	disadvantage gap. Their Teaching and Learning Toolkit supports this.	
Embedding Digital Transformation for Equity and Impact	Helston Community College is embedding a Digital Transformation Strategy to ensure equitable access to high-quality learning for all students, particularly those who are disadvantaged. This strategy includes a clear pedagogical rationale, targeted CPD for staff, and a focus on improving standards and outcomes through purposeful use of technology. 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: • 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. 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. EEF guidance report: using digital technology to improve learning with impact through direct instruction (and modelling), assessment and feedback.	1, 2, 7, 8
Digital Access – Stylus Provision for FSM Students	Provide a stylus for every FSM 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. **Evidence Base** • 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. **Intended outcomes** • 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.	1, 4, 7

Enhancing Mathematics Curriculum and Pedagogy through Collaborative Planning	Helston Community College is enhancing its mathematics curriculum and pedagogy by embedding a high-quality curriculum through a collaborative co-planning model, in partnership with colleagues across our Trust and with the Cornwall Maths Hub. This approach is grounded in the Essence of Mathematics Teaching for Mastery, which promotes: • Deep conceptual understanding • Coherence and carefully sequenced learning • Mathematical thinking and reasoning • Use of precise language and representations • Fluency and variation to support mastery This work is aligned with the DfE's Teaching Mathematics at Key Stage 3 guidance, which supports coherent progression and secure understanding across the curriculum. The strategy also draws on Ofsted's Coordinating Mathematical Success report, which highlights the importance of: • Curriculum coherence • Foundational knowledge • High-quality CPD • Addressing gaps in understanding before progressing **Intended outcomes:** • Improve mathematical outcomes for disadvantaged learners through mastery-based teaching. • Develop teacher expertise and confidence in delivering high-quality maths lessons. • Foster deep understanding, problem-solving, and mathematical reasoning across all key stages.	1, 2, 5, 7
Curriculum/ Subject leadership for disadvantaged Learners	Heads of Faculty and subject leaders at Helston Community College play a pivotal role in ensuring disadvantaged students do not fall behind. This is achieved through close monitoring, timely intervention, and the implementation of disadvantaged 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: • "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 when it is aligned with classroom teaching and curriculum." 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. **Intended outcomes:**	1, 7, 8

	• 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.	
Embedding Cognitive Learning Strategies	Helston Community College is embedding self-understanding and cognitive learning strategies as foundational elements of educational success. Staff explicitly support disadvantaged students—particularly those approaching exams—in developing metacognitive skills, effective revision techniques, and learning-to-learn strategies. 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: • Teaching metacognitive strategies alongside subject content • Supporting pupils to plan, monitor, and evaluate their learning • Modelling metacognitive thinking and promoting learner independence 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. **Intended outcomes:** • 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.	1, 5, 7, 8
Behaviour and Rewards Strategy to Motivate and Support Disadvantaged Learners	Helston Community College 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. It is also supported by an agreed Learning Model that further promotes consistency and routine. This is embedded with the school's T&L Handbook to ensure all staff are familiar with our expected practices. In addition, pastoral and senior leaders are devoting leadership time to develop a more explicit Behaviour for Learning and Behaviour for Life curriculum to be rolled-out through the tutor programme and assemblies.	1, 3, 4, 5

	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: • Integrated into regular classroom routines • Tailored to individual needs • Supported by professional development for staff Additionally, the EEF's Improving Behaviour in Schools guidance report recommends: • 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 By aligning behaviour systems with pedagogical CPD, Helston Community College ensures that positive behaviour is reinforced through high-quality teaching, creating a supportive environment where disadvantaged learners can thrive. **Intended outcomes:** • 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.	
Embedding inclusive practices as a universal provision in every classroom	As part of our Learning Model all classrooms use inclusive strategies to meet the needs of our vulnerable pupils (VPs) as follows: • Equity in planning: teach to the top, using VP Passports to inform planning and scaffolded academic reading. • Positive Classroom Climate: highlighting positive VP models, 'warm welcomes' and modelling failure. • Strategic seating: increased frequency of 'small interactions' and aspirational shoulder-partners. • Questioning: targeted with scaffolded oracy. • Beyond the classroom: contacting home (Class Charts) and VP Champions There is a significant number of disadvantaged students who are also on our SEND Record of Need. In addition to individual strategies as stated within their ILPs, there is a whole school Learning Model that incorporates six agreed universal SEND strategies. Helston Community College has committed to providing CPD for staff in this area through the Inclusive and Dyslexia Friendly Status Award providing by experts within Cornwall Council. This approach is underpinned by the EEF's Guide to the Pupil Premium, which states:	1, 2, 3, 5, 7, 8

	• "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 when it is aligned with classroom teaching and curriculum." 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. **Intended outcomes:** • 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.	

B) Targeted Academic Support

2025-26: £83,574 (24% spend of PPG)
2026-27: £90,653 (25% spend of PPG)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and numeracy targeted interventions	Literacy: • Graduated Reading Interventions: Daily, 6-week cycles led by the SENCO and Literacy Specialist Learning Champions for students furthest behind. Based on Read Write Inc. Fresh Start. • Disciplinary Literacy: Subject-specific reading strategies embedded across the curriculum, including participation in the EEF Geography Reading Programme. Numeracy: • 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. **Evidence Base** Improving Literacy in Secondary Schools | EEF – EEF Guidance Report Reading comprehension strategies | EEF – EEF Toolkit Phonics – EEF Toolkit	1, 2, 4, 7, 8

	EEF blog: Phonics - mastering the basics of reading | EEF Read Write Inc. Phonics and Fresh Start - trial | EEF Oral Language Interventions – EEF Toolkit Small Group Tuition – EEF Toolkit EEF blog: Teaching reading - Embedding comprehension strategies | EEF David Didau: Why 'just reading' might make more of a difference than teaching reading – David Didau **Intended Outcomes** • 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 disadvantaged students below age-related expectations in English and Maths. • Strengthened disciplinary literacy across subjects.	
Online learning packages	• Sparx Maths: Adaptive homework and revision platform that supports independent learning, consolidates key mathematical knowledge, and tracks engagement and progress. • Sparx Reader: A digital reading programme designed to improve literacy skills and encourage reading for pleasure among students. The platform combines personalised reading experiences with regular comprehension checks, helping young people develop strong reading habits through consistent practice. 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. **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?	1, 4, 6, 7, 8
Year 11 Revision Support Programme	Additional curriculum time for English and Maths (20 minutes a day), plus after-school revision programmes running throughout the year: Structured sessions for Year 11 students focused on closing specific knowledge gaps in publicly examined subjects. 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. 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. **Evidence base**	1, 5

	One to One Tuition – EEF Teaching & Learning Toolkit Small Group Tuition – EEF Teaching & Learning Toolkit **Intended Outcomes** • 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.	
John Egging Trust (JET) Blue Skies Programme	• The Blue Skies programme is delivered to a small cohort of highly vulnerable students from Years 8 to 10, including those with additional needs and significant barriers to engagement. • The 3 year 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. **Evidence Base** • Social and Emotional Learning – EEF Teaching & Learning Toolkit • Essential Life Skills – EEF Evidence Review These approaches are shown to: • 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. **Intended Outcomes** • 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.	1, 4, 5, 6
Intervention through Construction (Years 7 - 9)	• Delivered by a construction teacher, this intervention supports disadvantaged and vulnerable students in Years 7-9 at risk of becoming NEET or permanently excluded. • Fortnightly practical sessions focus on developing building skills alongside developing emotional wellbeing, confidence, self-belief, and positive relationships.	1, 2, 3, 6, 7

	• Activities are designed to promote resilience, independence, and engagement with learning through real-world careers related work within the building industry. **Evidence Base** • Social and Emotional Learning – EEF Teaching & Learning Toolkit • Essential Life Skills – EEF Evidence Review **Intended Outcomes** • Improved emotional wellbeing, confidence, and self-esteem for vulnerable students. • Strengthened social skills, resilience, and self-regulation. • Increased engagement with school and readiness to learn. • Reduction in behavioural incidents and improved attendance. • Evidence of impact through student voice, staff observations, and wellbeing tracking.	
Small group teaching classes for students in KS3 (The Bridge)	A small number of disadvantaged students often with SEND are taught for 40% of their timetable within small 'nurture' groups to enable a greater focus on literacy and numeracy development using the existing curriculum as a starting base. Students cover the 'need to know' aspects of the curriculum whilst also covering work that will accelerate their literacy and numeracy skills. Specialist SEN teachers provide the teaching for these classes and access training/CPD where required. **Evidence base** Small Group Tuition – EEF Teaching & Learning Toolkit **Intended Outcomes** • Accelerated progress for disadvantaged/SEND KS3 students in Ebacc subjects. • Improved confidence and preparedness for KS4. • Reduction in gaps in knowledge and skills that hinder progress and outcomes. • Increased engagement and reduction in negative behaviours Evidence of impact through assessment data, attendance tracking, behaviour data and student feedback.	
1:1 tutoring and pre-16 college courses	Tuition and pre-16 college course provided for disadvantaged students, often with SEND, who struggle to attend mainstream classes and/or are at risk of PEX or NEET. **Evidence base** One to One Tuition – EEF Teaching & Learning Toolkit Small Group Tuition – EEF Teaching & Learning Toolkit **Intended Outcomes** • Accelerated progress for disadvantaged 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 reduced risk of PEX	1, 2, 3, 5

	Evidence of impact through assessment data, attendance tracking, behaviour data and student feedback.	

C) Wider strategies:

2025-26: £87,056 (25% spend of PPG)
2026-27: £90,653 (25% spend of PPG)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Tiered Strategy led by Attendance Team	Embed the school's attendance policy and tiered procedures, deploying AHT (i/c attendance), Pastoral Leaders, tutors, Attendance Manager/Officers, and EWO to target and support disadvantaged students. Monitor data daily and weekly, intervene early, and engage families to reduce persistent absence. Within the classroom, use retrieval practice routinely as a starter to enable the teacher to address any gaps for students returning from absence. **Evidence Base** • DfE (2015) – The Link Between Absence and Attainment • EEF – The Pupil Premium Guide • DfE (2022) – Working Together to Improve School Attendance **Intended outcomes** • 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.	1, 2, 4, 5
Implement a motivational and rewards-based attendance and behaviour package (School Streaks)	Helston Community College have committed to trialling some newly developed software that supports attendance and positive behaviour through a 'streak' culture. School Streaks enables students to track their streak through their iPads, motivating them to attend more consistently and accrue no negative behaviour points. Streaks build up to enable students to select a prize at the end of each term. **Evidence Base** • DfE (2015) – The Link Between Absence and Attainment • EEF – The Pupil Premium Guide • DfE (2022) – Working Together to Improve School Attendance • Behaviour Interventions • Improving Behaviour in Schools **Intended outcomes** • Improved attendance and reduced persistent absence, enabling consistent access to high-quality teaching.	1, 2, 3
Hub provision	Designated Learning Champions provide Hub provision/interventions to support a small cohort of highly	1, 2, 3, 4, 7

and intervention for vulnerable disadvantaged students	vulnerable disadvantaged students. Focus on increasing attendance, building social skills and closing academic gaps through tailored support, and close pastoral oversight. **Evidence Base** • EEF – Small Group Tuition – Effective for accelerating progress in targeted cohorts. • EEF – Behaviour Interventions – Can reduce challenging behaviour and improve engagement. • EEF – One-to-One Tuition – High impact for pupils needing intensive support. **Intended outcomes** • Improved attendance and reduced suspensions/exclusions through personalised support and structured provision. • Accelerated progress via targeted small group and one-to-one tuition. • Improved engagement and behaviour through consistent adult relationships and tailored interventions.	
Removing Barriers to Curriculum and Enrichment Access	Provide financial support to disadvantaged students to access the full curriculum and wider opportunities. This includes: free school equipment for all FSM students, DofE programme, DT ingredients/resources, revision materials, transport, enrichment activities (e.g. Activities Week), trips and visits, and pre-loved uniform, peripatetic music lessons. **Intended outcomes** • 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
Mental Health Strategic Plan Implementation	Deliver the school's Mental Health Strategic Plan, including: • Member of SLT trained to be the Senior MH Lead for the school • Pastoral staff and Learning Champions supporting individuals as required, and trained as needed (e.g. TIS) • Buy-in support from the Educational Psychologist • Additional capacity provided within the pastoral team through additional hours for Healthcare champions. • Commission external providers to support individuals as required (e.g. White Gold, Dreadnought) **Evidence Base** • GOV.UK – *The Link Between Pupil Health and Wellbeing and Attainment* – Strong correlation between mental health, attendance, and academic outcomes. • GOV.UK – *Education for Wellbeing Programme Findings* – Evaluates impact of mental health interventions in schools on pupil wellbeing and behaviour. **Intended outcomes** • Improved attendance and reduced exclusions through early identification and support. • Enhanced emotional wellbeing via access to trained counsellors and signposted services. • Greater engagement and readiness to learn through a whole-school approach to mental health.	1, 2, 3, 4

Focused Careers & Post-16 and Post-18 Transition Support	Targeted careers and transition support ensures all disadvantaged students are enrolled in appropriate Post-16 provision by the end of Year 11, 12 and 13. Support includes personalised guidance, employer engagement, and signposting to vocational and academic pathways. **Evidence Base** • 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 – *Good Career Guidance Benchmarks* – Framework for effective careers provision linked to improved destinations and engagement. **Intended outcomes** • 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.	1, 2, 3, 4, 5
KS4 Mentoring	Targeted small group mentoring for Y11 disadvantaged students delivered by senior and middle leaders. Focus on building relationships, resilience and engagement for students at risk of underachievement. **Evidence Base** • EEF – *Mentoring* – Can support confidence, behaviour, and aspirations, with moderate impact (+2 months). • EEF – *Tiered Model and Menu of Approaches* – Mentoring identified as a targeted support strategy within the wider PP framework. **Intended outcomes** • Improved engagement and behaviour through trusted adult relationships and regular support. • Reduced risk of exclusion via early intervention and pastoral mentoring. • Increased confidence and aspiration through consistent encouragement and goal-setting.	1, 2, 4, 5, 6
Quality Assurance – Curriculum Consistency for Disadvanat ged Students	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. **Evidence Base** • 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. **Intended outcomes** • Improved consistency and quality of teaching across subjects and staff.	1, 3, 5, 7, 8

	• Raised expectations and outcomes for disadvantaged learners. • Greater equity in learning experiences through focused monitoring and support.	
Universal Breakfast Programme Exploration	Explore options to implement a funded, universal breakfast programme to support disadvantaged students. Aims include improving attendance, punctuality, readiness to learn, and overall wellbeing. **Evidence Base** • EEF – *Rapid Evidence Assessment: Free School Breakfast Provision* – Highlights positive impact on attendance, punctuality, behaviour, and attainment. • EEF – *National School Breakfast Programme Evaluation* – Demonstrates benefits for disadvantaged pupils in terms of engagement and readiness to learn. **Intended outcomes** • Improved attendance and punctuality through consistent morning routines. • Enhanced readiness to learn and concentration during lessons. • Better wellbeing and behaviour through access to nutritious food and structured start to the day.	1, 2, 3, 4, 7, 8
Equity Scorecard Pilot	Time devoted by senior leaders to audit our provision and analyse parent engagement using the Equity Scorecard to ascertain areas of strength and areas for improvement on all aspects of schooling for disadvantaged students. **Intended outcomes** A strong and accurate understanding of the school's areas of strength and areas to focus on with regard to meeting the needs of disadvantaged students	Potentially all challenge areas

Total budgeted cost:
2025-2026 - £348,226
2026-2027 - £362,612

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 2028	Outcomes 2027	Outcomes 2026	Outcomes 2025	Outcomes 2024
Attendance (Sept to May Half-term)			91.1	91.1	90.9
FSME6 Attendance (Sept to May Half-term)			84.0%	83.8	83.5
Persistent Absence (Sept to May Half-term)			22.3	24.4	27.1

FSME6 Persistent Absence (Sept to May Half-term)			44.5	48.6	50.2
KS4 Basics 5+			41%	47%	26
FSME6 Basics 5+			9%*	24	5
KS4 Basics 4+			64	63	54
FSME6 Basics 4+			36	38	24
KS4 Attainment 8			44	44	39
FSME6 Attainment 8			33	33	30
Destination Data (%NEET)			tbc	2	0.9
Suspension Rates			17.35	18.63	

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
Social Skills and Wellbeing	BF Adventure, Take 2, White Gold, Dreadnought
Read Write Inc.	OUP
1:1 Tutoring	Savvy Education
Duke of Edinburgh Award	Duke of Edinburgh
Drug Education	We Are With You (Yzup)
Healthy Eating	Cornwall Council
Equity Scorecard	SW Social Mobility Commission
School Streaks	Knowplace.com
Online teaching resources	Sparx
Blue Skies Programme	Jon Egging Trust

Service Pupil Premium Funding

How did you spend your service pupil premium allocation last academic year?

Monitoring and Supporting Service Children's Attainment, Behaviour and Attendance

Helston Community College 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. We employ a senior leader to oversee the attendance, behaviour and attainment of our service children, supported by a member of support staff and a UPS teacher.

In addition, since 2023, the school has invested in greater levels of pastoral support to help account for the additional needs and support of having high numbers of Service Children. Three additional Heads of Year have been appointed, an additional Pastoral Support Assistant, an additional Deputy Designated Safeguarding Lead and an additional Attendance Officer.

This approach aligns with the DfE's Service Pupil Premium: Examples of Best Practice, which highlights effective strategies such as:

- Dedicated pastoral roles (e.g. Service Children Liaison Officers)
- Transition support and deployment-sensitive interventions
- Emotional wellbeing initiatives and academic mentoring

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.

Intended outcomes:

- Ensure service children achieve expected progress and maintain strong attendance.
- Provide tailored support that reflects the unique needs of military families.
- Strengthen inclusion and wellbeing through proactive pastoral and academic strategies.

1:1 Support for Service Students

- Targeted 1:1 Support delivered by the Military Youth Worker - 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.
- Lunchtime drop-in clubs run weekly

Evidence Base

- Service Pupil Premium: Examples of Best Practice – GOV.UK

This DfE guidance highlights 1:1 pastoral support as a recognised example of best practice in supporting service children, particularly in relation to:

- Emotional wellbeing during parental deployment.
- Transition between schools due to mobility.
- Strengthening relationships between school, families, and the armed forces community.

Intended Outcomes

- Improved emotional wellbeing and resilience for service students.
- Stronger relationships between school and service families.
- Increased engagement and academic progress.
- Reduced impact of mobility and deployment on learning

Additional Pastoral Support for Military Students

We provide prioritised support from the pastoral team, including the Senior Mental Health Lead and TIS practitioners, for military students during challenging times such as mobility or parental deployment, In addition we welcome into school the Culdrose Youth Worker for drop-in sessions as well as scheduled appointments.

Evidence Base

- 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.

Intended outcomes

- 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.

Extra-curricular Events, Coffee Mornings and Deployment Boxes

Helston Community College has run additional extra-curricular activities specifically for service children such as water sports or cinema trips, as well as supporting the local community BBQs. Students were also invited to an Armed Forces Day celebration at a local primary school.

Deployment boxes are available for families where a member of the family is deployed for a significant amount of time.

The college has hosted coffee mornings to invite military families into the college to increase awareness of events and upcoming deployments.

What was the impact of that spending?

We have had xx students sign up for 1:1 support over the last 12 months. These students are more engaged in school and there is improved communication between parents/carers.

We have more information sharing between HMS Seahawk in relation to support that can be provided to families and students.

Measure	2026	2025	2024
Attainment 8	52	51	41
Basics 5+	58%	70%	25%
Basics 4+	75%	83%	56%
Attendance	93.4%	94.7%	91.7%
Persistent Absence	14.9%	14.6%	28%

Academic Intervention in English and Maths

In addition to the above, the Armed Forces Covenant provided a grant for 2025-26 to enable us to employ an Intervention Tutor specifically for Services Children who have fallen behind in their English and/or Maths. Students work in small groups or even 1:1 to accelerate their learning and address any gaps in their knowledge or understanding. The Intervention Tutor liaises directly students usual classroom English and Maths teachers to assess need and impact. Where needed, the Intervention Tutor also supports pastorally aiming to have a positive impact on attendance and behaviour

Evidence Base

- EEF – Small Group Tuition – Effective for accelerating progress in targeted cohorts.
- EEF – Behaviour Interventions – Can reduce challenging behaviour and improve engagement.
- EEF – One-to-One Tuition – High impact for pupils needing intensive support.

Intended outcomes

- Accelerated progress via targeted small group and one-to-one tuition
- Improved attendance and reduced suspensions/exclusions through personalised support and structured provision.