Pupil premium strategy statement

This statement details our school's use of pupil premium (and *recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils. *There is no 'recovery premium' anymore.

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	Newquay Junior Academy
Number of pupils in school	448
Proportion (%) of pupil premium eligible pupils	23% (103 Targeted pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2025 2025-2026 2026-2027 current year
Date this statement was published	9th September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Tania Findlay MBE
Pupil premium lead	Lisa Mann
Governor / Trustee lead	Stuart Radnedge 2025/26

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134, 754.40
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£134,754.40

Part A: Pupil premium strategy plan

Statement of intent

At Newquay Junior Academy, we use the Pupil Premium Grant to fund three main strands of activity: Support, Intervention and Enrichment.

Support-On entry, we use both qualitative and quantitative data to set ambitious, aspirational targets for disadvantaged pupils. To address pupils' social, emotional and safeguarding needs, we contribute to shared CELT services including an Educational Psychologist, Child Protection Lead, Speech and Language Therapist, counsellor and Education Welfare Officer.

We invest in a Parent Support Advisor to strengthen family engagement and break down barriers to participation in school life.

Intervention-all staff are fully aware of disadvantaged pupils; their progress is tracked continually and from summative tests in the autumn and summer term, where targeted interventions are put in place swiftly to prevent underachievement.

Senior Learning Support Assistants are deployed to secure at least expected progress for all, while ensuring the most able are challenged to achieve their potential.

We invest in a wide programme of Continuing Professional Development (CPD), including high-quality training, careful monitoring and effective deployment of support staff. As a trust we are implementing instructional coaching using Steplab. The emphasis is on high-quality teaching, pupil engagement, and effective oral and written feedback to accelerate progress.

Enrichment-is embedded within our curriculum as well as a wide range of school clubs offered to provide enrichment and broaden experiences.

After-school provision is subsidised for disadvantaged pupils to ensure equity of access.

Educational trips and visits are planned and subsidised throughout the year to extend cultural capital and support curriculum learning.

Additional financial support is provided where needed, including uniform assistance and food parcels for families experiencing hardship and pastoral support for families as well as children.

Challenges

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

Challenge number	Detail of challenge
1	We will ensure that the attendance of our disadvantaged pupils is the same or higher than non-disadvantaged pupils. We are aiming for 97% attendance.
2	We will ensure that our disadvantaged pupils are making progress in reading, writing and mathematics that is the same as or higher than non-disadvantaged pupils.
3	We will ensure that our disadvantaged pupils have the same rich and varied experiences as non-disadvantaged pupils so that their knowledge of the world and vocabulary acquisition is improved.
4	We will ensure that we support the families of our disadvantaged pupils so that consistent approaches to learning and behaviour management are used in the academy and in the home.

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
We will ensure that the attendance of our disadvantaged pupils is the same or higher than non-disadvantaged pupils. We are aiming for 97% attendance. DP attendance 91.1% Expected Target 93.6% Strong DP PA 28.9% Expected Target 18.3% Strong	We will measure this intended outcome by: The overall attendance of disadvantaged pupils is at least 94+%. Attendance of disadvantaged pupils is in line with or above the attendance of non-disadvantaged pupils. Persistent absence rates for disadvantaged pupils are no higher than for non-disadvantaged pupils, with fewer than 8% classed as persistently absent. Gaps close term-on-term through early intervention and targeted support, with demonstrable impact in data. Families of disadvantaged pupils report that support offered by school has helped them overcome barriers to attendance.

	Governors and leaders can evidence robust monitoring and targeted actions that result in sustained improvement.
We will ensure that our disadvantaged pupils are making progress in reading, writing and mathematics that is the same as or higher than non-disadvantaged pupils.	We will measure this intended outcome by: Progress of disadvantaged pupils in reading, writing and mathematics is in line with or above that of non-disadvantaged pupils. Any gaps between disadvantaged and non-disadvantaged pupils' progress close term-on-term and are not widening. Disadvantaged pupils achieve age-related expectations or better at the same rate (or higher) than their peers. Higher attainers within the disadvantaged group make at least expected progress and are proportionately represented in greater depth outcomes. Pupil work and assessment evidence show consistent application and improvement in reading, writing and mathematics. Leaders can demonstrate that targeted interventions and high-quality adaptive teaching are having a measurable impact on disadvantaged pupils' progress. Vocabulary assessments and classroom practice show disadvantaged pupils are acquiring and applying ambitious vocabulary in reading, writing and spoken language. Governors and external stakeholders can see robust monitoring and reporting of progress data, with evidence of sustained improvement.
We will ensure that our disadvantaged pupils have the same rich and varied experiences as non-disadvantaged pupils so that their knowledge of the world and vocabulary acquisition is improved.	Disadvantaged pupils participate in a broad range of enrichment activities (trips, clubs, visitors, leadership opportunities, cultural and sporting events) at the same rate as their non-disadvantaged peers. Tracking shows equitable access to wider curriculum experiences, with barriers

	(financial, practical, confidence) removed through targeted support. Pupil voice demonstrates disadvantaged pupils can talk confidently about their experiences, showing increased cultural awareness and curiosity about the world. Vocabulary assessments and practice show disadvantaged pupils are acquiring and applying ambitious vocabulary in reading, writing and spoken language. Lesson visits and work scrutiny evidence disadvantaged pupils using rich vocabulary and world knowledge across subjects. Parents and carers confirm that their children are included and supported to access the same range of opportunities as peers. Leaders and governors can evidence a systematic approach to cultural capital and personal development, with demonstrable impact for disadvantaged pupils.
We will ensure that we support the families of our disadvantaged pupils so that consistent approaches to learning and behaviour management are used in the academy and in the home.	We will measure this intended outcome by: Families of disadvantaged pupils engage well with school through regular communication, workshops and support sessions. Home–academy partnerships result in consistent approaches to routines, learning behaviours and expectations, both in school and at home. Parents and carers report feeling confident and supported to help their child with learning and behaviour at home. Evidence (attendance, homework completion, learning outcomes) shows improved consistency and reduced barriers for disadvantaged pupils. Disadvantaged pupils demonstrate positive behaviour, resilience and readiness to learn, supported by aligned strategies between school and home. Leaders can evidence that targeted family support, pastoral interventions and multi-

	agency work are improving outcomes for disadvantaged pupils. Governors can see clear monitoring of family engagement and its impact on learning and behaviour consistency.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 80,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
The class teacher, SLS and learning support, will provide one to one and group support during lessons and during the academy day to ensure disadvantaged pupils make accelerated progress.	• Sutton Trust learning reviews. • Teacher's planning. • INSIGHT assessment information This aligns very closely with evidence-based interventions supported by the EEF: • Using one-to-one tuition is backed by strong evidence for accelerating learning, especially when part of the regular school curriculum. • Small-group tuition, especially in groups of 2–5, is also effective and more cost-efficient. • Combining teacher-led or well-trained LS-led tuition within structured frameworks is essential- this is shown to significantly improve impact. • The Tutor Trust model reinforces that small-group tuition interventions can successfully boost attainment in disadvantaged pupils.	2 and 3

Redeploy Senior Learning Supports to each class once a week to: • Provide opportunities for pupils to reflect on teachers' feedback and whether this is leading to sustained improvement. • Support pupils with their social and emotional development • Provide one to one and group support during mathematics and English lessons and 1:1 reading for the lowest at the beginning and end of the academy day to ensure disadvantaged pupils make accelerated progress	• Sutton Trust learning reviews • Teacher's planning • INSIGHT assessment information	2 and 3
Use regular summative and formative assessment by all staff to identify gaps in learning and inform future planning, teaching and deployment of staff	• INSIGHT assessment information • Provision Map small steps planning tool that identifies the barriers to learning and strategies to improve learning outcomes for disadvantaged pupils.	1 and 2
Outdoor Learning Specialist to implement and deliver additional enrichment projects to support core English and mathematics skills and improve confidence and self-esteem: • Beach school-Float to Live • Increased learning outside the classroom opportunities • Forest school	• INSIGHT assessment information • Provision map small steps planning tool that identifies the barriers to learning and strategies to improve learning outcomes for disadvantaged pupils. This will include targeted outdoor learning to promote practical applications of English and mathematics skills • Our website, social media and learning journals will show evidence of raising aspirations days and events • EEF (Outdoor Adventure Learning): +4 months progress on average, with strong gains in self-confidence, resilience and perseverance. • NFER (Learning Outside the Classroom): Demonstrates positive impact on attainment, motivation and personal development when linked to classroom learning. • Forest School Research: Improves language development, problem-solving and social-emotional skills including resilience and self-esteem.	1, 2, 3 and 4

	• Blue Space/Beach School Studies (University of Exeter, RNLI): Coastal learning improves mental wellbeing, confidence, and provides practical maths and literacy applications; RNLI “Float to Live” develops life-saving skills and physical confidence.	
The SEF and SIP all link to improving the attainment and achievement of disadvantaged pupils, with a target of 75% reaching expected standard and 30% at greater depth across each year group in the first year.: • Improving the attainment and achievement of disadvantaged pupils (75% expected and 30% greater depth across each year group in the first year)	• INSIGHT assessment information • Provision maps small steps planning tool that identifies the barriers to learning and strategies to improve learning outcomes for disadvantaged pupils. • Performance management documents which detail meetings with the leadership team on a weekly/termly basis to analyse attendance and attainment/achievement information. • Attendance analysis information and case studies • EEF- Feedback (+6 months): Using formative assessment to give precise, timely feedback is one of the most effective ways to improve attainment. Impact is greatest when feedback is specific, actionable, and used to adapt teaching. • EEF-Diagnostic Assessment: Effective assessment helps teachers target specific misconceptions and gaps, ensuring interventions and teaching are focused where most needed. • EEF- Mastery Learning (+5 months): Structured use of assessment to check understanding before moving on ensures disadvantaged pupils keep pace and prevents widening gaps. • Black & Wiliam (1998) “Inside the Black Box”: Seminal research showing that formative assessment significantly raises standards,	1, 2 and 3

	particularly for lower attaining pupils. • Ofsted Research Review Series (2022): Effective schools systematically use both formative and summative assessment to identify gaps, inform teaching, and deploy staff efficiently.	
Work alongside other academies in CELT to support and train our pupil premium workforce, sharing good practice across the academy trusts, to participate in Closing the Gap CELT strategy.	• CELT strategic aims: Exceptional, Educational, Experience. • Staff meeting agendas • Attendance at CELT CPD events • Improved staff knowledge	1, 2, 3 and 4

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

Budgeted cost: £ 37,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
The class teacher and learning supports will use: • Read, Write, Inc • Writing interventions • Mathematics interventions • Spelling interventions • ICT resources to support the above: • IDL • Spelling Shed • My Maths • Accelerated Reader • Winning With Number • Opening Worlds • Clicker • Tapestry • SeeSaw • TTRS	• Evidence in literacy, maths books, Learning Journals and on Tapestry. • INSIGHT assessment information. • Provision mapping data • Aligns with EEF's "tiered approach" (teaching, targeted academic support, wider strategies). • Combines high-quality teaching (RWI, Writing, Maths mastery) with structured interventions and technology-enabled practice. • Provides disadvantaged pupils with equitable access to evidence-based, motivating tools that address gaps and build confidence.	2 and 3
Senior learning support staff and class learning support staff to facilitate interventions and provide group or 1:1 support.	• INSIGHT assessment information. • Provision mapping data	2 and 3

Employ a learning outside the classroom specialist to implement and deliver additional enrichment projects to support core English and mathematics skills and improve confidence and self-esteem	• INSIGHT assessment information. • Provision mapping data	2 and 3

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

Budgeted cost: £17,254.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Support Advisor, CELT to employ Education Welfare Officer and Assistant SENDCO to support the families of disadvantaged pupils, to improve their attendance and parent engagement. Attendance Expected 94% Target: Strong + 95.8% Persistent Absence 14.4% Expected Target: Strong-7.8% DP attendance 91.1% Expected Target 93.6% Strong DP PA 28.9% Expected Target 18.3% Strong	• Weekly attendance information • CPOMS reports • EEF-Parental Engagement (+4 months): • Interventions that support parents in working with their children (e.g. promoting learning routines, communication, behaviour strategies) lead to improved attainment. • Most effective when schools provide targeted, practical support, rather than general advice. • EEF- Attendance Interventions: Reviews highlight that personalised support for families, combined with strong relationships, can positively influence attendance. • Impact is greater when attendance monitoring is paired with practical help to remove barriers. • DfE (2022) Working Together to Improve School Attendance: • Strong evidence that Education Welfare Officers and family support staff are	1 and 4

	most effective when they work proactively with families, building trust and addressing underlying causes of absence. • SEND Code of Practice: • Early and consistent support from an Assistant SENDCo ensures needs are identified and addressed, preventing escalation and reducing exclusions/absence. • Ofsted Research (2019): Schools that have been most successful in raising attendance of disadvantaged pupils link pastoral, welfare and SEND provision together, creating a wraparound approach for families.	
Purchase software licence CPOMs to provide an intuitive system for monitoring child protection, safeguarding, pastoral and welfare issues.	• CPOMS reports	1 and 4
Purchase software licence for INSIGHT for use of regular summative and formative assessment and Provision Map so that staff can record all of the 'additional from and different to' interventions that are being delivered to pupils and monitor the effectiveness of the interventions.	• Teacher's planning • INSIGHT assessment information. • Provision mapping data	2 and 3
Additional enrichment projects to support the development of core literacy and numeracy knowledge and skills and improve self-esteem: • Creative club • Class trips • Residentials • Sporting events • Breakfast club • After school club • Rock Steady music club • ROAR project • NJA BUZZ • Author and illustrator visits • Aspirational speakers	• Attendance at the enrichment projects • INSIGHT assessment information • Website/social media/learning journals • EEF- Arts Participation (+3 months): Engagement in creative arts boosts academic outcomes, particularly literacy, and enhances self-confidence and motivation. • EEF-Sports Participation (+2 months): Increases self-regulation, resilience and engagement; linked to improved classroom focus and attainment.	2 and 3

	• EEF- Extending School Time (Breakfast & After School Clubs, +3 months): Particularly effective for disadvantaged pupils when focused on targeted academic support combined with enrichment. • EEF- Outdoor Adventure Learning (+4 months): Residentials and trips support teamwork, resilience and problem-solving, which transfer to improved learning behaviours. • DfE Guidance (Character Education, 2019): Access to a broad range of enrichment is strongly linked to improved confidence, aspiration and vocabulary acquisition, particularly for disadvantaged pupils. • Music Participation (Rock Steady, wider studies): Research shows music tuition supports memory, sequencing, listening skills and self-esteem, with positive knock-on effects in literacy and numeracy.	
All staff to work towards: • Improving the attainment and achievement of all pupils including disadvantaged pupils. KS2 Combined: 71% Expected Target 74% + Strong KS2 Reading Average score 107.3 Strong Target 110.0 Exceptional KS2 Maths Average score 106.6 Strong Target 109.2 Exceptional	• Performance management records • INSIGHT assessment information. • Provision mapping data • INSIGHT assessment information • Provision maps small steps planning tool that identifies the barriers to learning and strategies to improve learning outcomes for disadvantaged pupils. • Performance management documents which detail meetings with the leadership team on a weekly/termly basis to analyse attendance and	2 and 3

	attainment/achievement information. • Attendance analysis information and case studies • EEF- Feedback (+6 months): Using formative assessment to give precise, timely feedback is one of the most effective ways to improve attainment. Impact is greatest when feedback is specific, actionable, and used to adapt teaching. • EEF-Diagnostic Assessment: Effective assessment helps teachers target specific misconceptions and gaps, ensuring interventions and teaching are focused where most needed. • EEF- Mastery Learning (+5 months): Structured use of assessment to check understanding before moving on ensures disadvantaged pupils keep pace and prevents widening gaps. • Black & Wiliam (1998) “Inside the Black Box”: Seminal research showing that formative assessment significantly raises standards, particularly for lower attaining pupils. • Ofsted Research Review Series (2022): Effective schools systematically use both formative and summative assessment to identify gaps, inform teaching, and deploy staff efficiently.	
Work alongside other academies in CELT to support and train our pupil premium work force, sharing good practice across the trust and participate in the Closing the Gap CELT strategy.	• Attendance at CELT CPD events • Improved staff knowledge • EEF – Collaborative Professional Development:	1

	• Sustained, high-quality CPD linked to pupil needs can add +5 months progress. • Peer-to-peer collaboration and coaching are particularly effective in embedding practice. • EEF- Implementation Guidance: Successful approaches to disadvantage are more likely to be sustained when schools work together to plan, deliver, and evaluate strategies. DfE Pupil Premium Strategy (2022): Recommends schools work across trusts and partnerships to share effective approaches to narrowing gaps. Ofsted Commentary: Schools with the most success in improving disadvantaged outcomes often do so through strong networks and system leadership, enabling staff to learn from each other. Trust-Level Impact: CELT “Closing the Gap” strategy aligns with national evidence that disadvantaged pupils benefit most when there is consistency of expectation, shared expertise, and joined-up professional development across settings. Why It Works: • Builds a skilled pupil premium workforce with consistent strategies across the trust. • Prevents fragmentation – disadvantaged pupils experience equitable support wherever they attend in CELT.	

	• Strengthens teacher expertise and confidence by using a community of practice model. • Ensures the use of evidence-informed approaches is systematic, not isolated. Intended Impact • All CELT academies demonstrate aligned, high-quality practice for disadvantaged pupils. • Staff show increased skill and confidence in targeting, monitoring and evaluating pupil premium strategies. • Disadvantaged pupils across CELT achieve improved outcomes through collective responsibility and collaboration.	

Total budgeted cost: £134,754.40

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 2024 to 2025 academic year.

Data Highlights (comparison year on year) – how is the funding making a difference?

The information for 2022, 2019, 2018 is taken from our published end of Key Stage 2 SATs tests.

2024 KS2 Assessments: Percentage of children reaching the expected standard	Reading	Writing	GPS	Mathematics	Combined RWM
National	74	72	72	73	61%
National Non PP	79	78	78	79	67
National PP	62	58	59	59	45
School all pupils	88	84	83	83	74%
School Non PP	92	89	89	86	76
School PP	70	62	50	74	54
Difference (School PP to National Non PP)	-9	-16	-18	-5	-13

2024 KS2 Assessments: Percentage of children reaching the higher standard	Reading	Writing	GPS	Mathematics	Combined RWM
National	28	13	32	24	8
National Non PP	33	16	37	29	10
National PP	18	6	20	13	3
School all pupils	42	21	45	34	13
School Non PP	49	25	50	39	16
School PP	12	4	19	12	0
Difference (School PP to National Non PP)	-19	-12	-18	-17	-10

Data Highlights (comparison year on year) – how is the funding making a difference?

Key Stage 2 SATs 2025

2025 KS2 Assessments: Percentage of children reaching the expected standard	Reading	Writing	GPS	Mathematics	Combined RWM
National	75	72	73	74	62
National Non PP					
National PP					
School all pupils	73	80	69	78	66
School Non PP	78	88	74	84	74
School PP	58	55	55	58	48
Difference (School PP to National Non PP)					

2025 KS2 Assessments: Percentage of children reaching the higher standard	Reading	Writing	GPS	Mathematics	Combined RWM
National	33	12	29	25	8
National Non PP					
National PP					
School all pupils	32	17	30	35	13
School Non PP	37	19	34	40	15
School PP	17	10	17	17	7
Difference (School PP to National Non PP)					

The information for 2020 and 2021 is taken from our internal teacher assessment information due to the Government's decision to not implement end of Key Stage 2 SATs due to COVID 19.

2023 KS2 Assessments: Percentage of children reaching the expected standard	Reading	Writing	GPS	Mathematics	Combined RWM
National	73%	71%	72%	73%	59%
National Non PP	78%	77%	78%	79%	66%
National PP	60%	58%	59%	59%	44%
School all pupils	74%	81%	74%	83%	69%
School Non PP	78%	83%	76%	87%	69%
School PP	56%	70%	65%	65%	57%
Difference (School PP to National Non PP)	-22	-7%	-13	-14	-9

2023 KS2 Assessments: Percentage of children reaching the higher standard	Reading	Writing	GPS	Mathematics	Combined RWM
National	29%	12%	30%	23%	7%
National Non PP	34%	16%	35%	29%	10%
National PP	17%	7%	18%	13%	3%
School all pupils	35%	19%	29%	35%	13%
School Non PP	37%	20%	32%	39%	16%
School PP	26%	13%	17%	17%	0%
Difference (School PP to National Non PP)	-8	-3	-18	-12	-10

2022 KS2 Assessments: Percentage of children reaching the expected standard	Reading	Writing	GPS	Mathematics	Combined RWM
National	74%	69%	72%	71%	59%
National Non PP	80%	75%	78%	78%	65%
National PP	62%	55%	59%	56%	43%
School all pupils	77%	88%	69%	76%	65%
School Non PP	79%	91%	73%	79%	67%
School PP	65%	70%	50%	60%	50%
Difference (School PP to National Non PP)	-15	-5	-28	-18	-15

2022 KS2 Assessments: Percentage of children reaching the higher standard	Reading	Writing	GPS	Mathematics	Combined RWM
National	28%	13%	28%	22%	7%
National Non PP	32%	16%	33%	27%	9%
National PP	17%	6%	17%	12%	3%
School all pupils	38%	26%	27%	32%	17%
School Non PP	40%	29%	17%	34%	18%
School PP	30%	16%	30%	20%	10%
Difference (School PP to National Non PP*)	-2	-1	-3	-7	+1

2021 KS2 Teacher Assessments: Percentage of children reaching the **expected standard**	Reading	Writing	GPS	Mathematics	Combined RWM
National					
National Non PP					
National PP					
School all pupils	85%	82%	90%	88%	77%
School Non PP	89%	84%	92%	91%	80%
School PP	**61%**	**72%**	**84%**	**78%**	**66%**
Difference (School PP to National Non PP)					

2021 KS2 Teacher Assessments: Percentage of children reaching the **higher standard**	Reading	Writing	GPS	Mathematics	Combined RWM
National					
National Non PP					
National PP					
School all pupils	35%	21%	43%	36%	16%
School Non PP	38%	22%	46%	39%	17%
School PP	**25%**	**16%**	**28%**	**25%**	**13%**
Difference (School PP to National Non PP*)					

2020 KS2 teacher assessments (March 2020): Percentage of children reaching the **expected standard**	Reading	Writing	GPS	Mathematics	Combined RWM
National					
National Non PP					
National PP					
School all pupils	75%	81%	79%	78%	65%
School Non PP	82%	84%	84%	83%	75%
School PP	**48%**	**56%**	**59%**	**59%**	**30%**
Difference (School PP to National Non PP)					

2020 KS2 teacher assessments (March 2020): Percentage of children reaching the **higher standard**	Reading	Writing	GPS	Mathematics	Combined RWM
National					
National Non PP					
National PP					
School all pupils	32%	13%	32%	24%	8%
School Non PP	38%	15%	38%	27%	10%
School PP	**11%**	**4%**	**11%**	**11%**	**0%**
Difference (School PP to National Non PP*)					

2019 KS2 Assessments: Percentage of children reaching the **expected standard**	Reading	Writing	GPS	Mathematics	Combined RWM
National	73%	78%	78%	79%	65%
National Non PP	**78%**	**83%**	**83%**	**84%**	**71%**
National PP	**62%**	**68%**	**67%**	**67%**	**51%**
School all pupils	84%	81%	74%	85%	75%
School Non PP	85%	84%	76%	88%	79%
School PP	**79%**	**72%**	**66%**	**76%**	**62%**
Difference (School PP to National Non PP)	**+1**	**-11**	**-17**	**-8**	**-9**

2018 KS2 Assessments: Percentage of children reaching the **expected standard**	Reading	Writing	GPS	Mathematics	Combined RWM
National	75%	78%	78%	76%	64%
National Non PP	**80%**	**83%**	**82%**	**81%**	**70%**
National PP	**64%**	**67%**	**67%**	**64%**	**51%**
School all pupils	81%	86%	68%	78%	68%
School Non PP	86%	91%	73%	82%	73%
School PP	**62%**	**71%**	**50%**	**62%**	**50%**
Difference (School PP to National Non PP)	**-18**	**-12**	**-32**	**-19**	**-20**

2019 KS2 Assessments: Percentage of children reaching the **higher standard**	Reading	Writing	GPS	Mathematics	Combined RWM
National	27%	20%	36%	27%	11%
National Non PP	**31%**	**24%**	**41%**	**31%**	**13%**
National PP	**17%**	**11%**	**24%**	**16%**	**5%**
School all pupils	43%	18%	17%	41%	12%
School Non PP	45%	17%	17%	45%	13%
School PP	**34%**	**21%**	**17%**	**28%**	**10%**
Difference (School PP to National Non PP*)	**+3**	**-3**	**-24**	**-3**	**-3**

2018 KS2 Assessments: Percentage of children reaching the **higher standard**	Reading	Writing	GPS	Mathematics	Combined RWM
National	28%	20%	34%	24%	10%
National Non PP	**33%**	**24%**	**39%**	**28%**	**12%**
National PP	**18%**	**11%**	**24%**	**14%**	**4%**
School all pupils	31%	19%	22%	27%	11%
School Non PP	35%	23%	24%	31%	13%
School PP	**18%**	**6%**	**15%**	**15%**	**3%**
Difference (School PP to National Non PP*)	**-15**	**-18**	**-24**	**-13**	**-9**

Evaluative statement:

The impact of Pupil Premium funding at NJA can be seen clearly in outcomes over time.

- 2018–2019: Outcomes for disadvantaged pupils were broadly in line with national disadvantaged averages. Writing in 2019 was marginally below national disadvantaged and mathematics in 2018 was weaker, but combined attainment was at least in line.
- 2020–2022: Both internal assessments (2020–2021) and statutory KS2 results (2022) show that disadvantaged pupils at NJA consistently outperformed disadvantaged pupils nationally. The strongest gains were seen in mathematics and combined outcomes, with differences of up to +19% in 2022.
- Closing the gap: Overall, the attainment gap between disadvantaged and non-disadvantaged pupils at NJA is narrower than that seen nationally. However, proportions of disadvantaged pupils achieving greater depth remain below national, and this is a clear area for improvement.
- COVID-19 context: Internal assessments from 2020 and 2021 reflect the challenges of the pandemic, yet disadvantaged pupils continued to perform above national disadvantaged outcomes, demonstrating the resilience of pupils and the impact of targeted interventions.

In summary: Over time, NJA's disadvantaged pupils have achieved outcomes that are at least in line with, and frequently above, national disadvantaged pupils in reading,

writing and mathematics. Sustained focus is now required on increasing the proportion of disadvantaged pupils achieving greater depth.

Note: National figures for disadvantaged pupils for 2025 are not yet available at the time of this report and will be added when published.

Absence and persistent absence 2023-2024

	NJA	National *
All Pupils	5.1%	5.7%
FSM	8.1%	8.1%
SEN Support	7.3%	7.7%
LA Rank (out of 237 schools)	56	-
National Decile	5	-

	NJA	National *
All Pupils	11.9%	16%
FSM	24.8%	29%
SEN Support	23.5%	25%
LA Rank (out of 237 schools)	72	-
National Decile	5	-

Absence and PA for 2024/2025

Attendance percentage

School	95.3%
National	94.8%
Local Authority	94.7%

Filters ⓘ

Special educational needs (SEN) support
- (●) Results for whole school
- ( ) Pupils with SEN support
- ( ) Pupils with no or unknown SEN support

Free school meals (FSM)
- (●) Results for whole school
- ( ) Pupils with FSM
- ( ) Pupils with no or unknown FSM

Attendance measure	Percentage	Ranking ⓘ
Overall attendance	95.0%	You are ranked 100th out of 235 schools
Overall absence	5.0%	You are ranked 100th out of 235 schools
Authorised absence	3.7%	You are ranked 101st out of 235 schools
Unauthorised absence	1.2%	You are ranked 127th out of 235 schools
Persistently absent	10.2%	You are ranked 95th out of 235 schools
Severely absent	0.6%	You are ranked 132nd out of 235 schools

Filters

Special educational needs (SEN) support
- ○ Results for whole school
- ◉ Pupils with SEN support
- ○ Pupils with no or unknown SEN support

Free school meals (FSM)
- ◉ Results for whole school
- ○ Pupils with FSM
- ○ Pupils with no or unknown FSM

Attendance measure	Percentage	Ranking
Overall attendance	91.2%	You are ranked 186th out of 235 schools
Overall absence	8.8%	You are ranked 186th out of 235 schools
Authorised absence	6.6%	You are ranked 185th out of 235 schools
Unauthorised absence	2.2%	You are ranked 162nd out of 235 schools
Persistently absent	27.9%	You are ranked 184th out of 235 schools
Severely absent	3.5%	You are ranked 183rd out of 235 schools

Filters

Special educational needs (SEN) support
- ◉ Results for whole school
- ○ Pupils with SEN support
- ○ Pupils with no or unknown SEN support

Free school meals (FSM)
- ○ Results for whole school
- ◉ Pupils with FSM
- ○ Pupils with no or unknown FSM

Attendance measure	Percentage	Ranking
Overall attendance	92.4%	You are ranked 129th out of 235 schools
Overall absence	7.6%	You are ranked 129th out of 235 schools
Authorised absence	5.8%	You are ranked 149th out of 235 schools
Unauthorised absence	1.8%	You are ranked 103rd out of 235 schools
Persistently absent	20.6%	You are ranked 102nd out of 235 schools
Severely absent	1.0%	You are ranked 156th out of 235 schools

Filters

Special educational needs (SEN) support

- ○ Results for whole school
- ◉ Pupils with SEN support
- ○ Pupils with no or unknown SEN support

Free school meals (FSM)

- ○ Results for whole school
- ◉ Pupils with FSM
- ○ Pupils with no or unknown FSM

Attendance measure	Percentage	Ranking
Overall attendance	87.2%	You are ranked 189th out of 235 schools
Overall absence	12.8%	You are ranked 189th out of 235 schools
Authorised absence	9.8%	You are ranked 200th out of 235 schools
Unauthorised absence	3.0%	You are ranked 144th out of 235 schools
Persistently absent	42.9%	You are ranked 177th out of 235 schools
Severely absent	3.6%	You are ranked 179th out of 235 schools

Evaluate statement shows increases and decreases up to and including 2024 and 2025. Evaluative statement (2017 – 2018, 2018 – 2019, 2019 – 2020, 2020 – 2021, 2021 – 2022 and 2022-2023). The table below shows the increase or decrease from the previous year.

Newquay Junior Academy has seen a 0.5% increase in overall pupil premium attendance from 2023–2024 and a 4.2% decrease in persistent absence. We recognised that absence rates for pupils in receipt of Pupil Premium funding had declined by 1.2% in 2023/2024 compared to 2022–2023. In response, we have put measures in place to ensure this positive trend continues and to prevent any future increase in

absence among this group.

Filters

Special educational needs (SEN) support
- (●) Results for whole school
- ( ) Pupils with SEN support
- ( ) Pupils with no or unknown SEN support

Free school meals (FSM)
- ( ) Results for whole school
- (●) Pupils with FSM
- ( ) Pupils with no or unknown FSM

Your overall attendance 92.4%

You are in decile 6, the bottom 40-50% of schools

Decile	Decile description	Number of schools	Lowest in decile	Highest in decile
1	Top 0-10%	1660	95.0%	100.0%
2	Top 10-20%	1660	94.2%	95.0%
3	Top 20-30%	1660	93.6%	94.2%
4	Top 30-40%	1660	93.0%	93.6%
5	Top 40-50%	1660	92.6%	93.0%
6	Bottom 40-50%	1660	92.0%	92.6%
7	Bottom 30-40%	1660	91.4%	92.0%
8	Bottom 20-30%	1660	90.5%	91.4%
9	Bottom 10-20%	1660	89.1%	90.5%
10	Bottom 0-10%	1660	0.0%	89.1%

Externally provided programmes

Programme	Provider
• IDL • Spelling Shed • My Maths • Winning With Number • Clicker • Tapestry • Seesaw	IDL/Ascentis Education Shed Oxford University Press Ben Harding Crick Software Ltd The Foundation Stage Forum

Service pupil premium funding (optional)

Measure	Details

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