

PENCALENICK SCHOOL

Pupil Premium Strategy Statement **2026-2029**

2026/27 Annual Spending Plan and Impact Framework

**All Children Seen, All Children Celebrated, All Children Experiencing
Success**
Preparing Children for Adulthood and a Life of Choice and Opportunity

School overview

Detail	Data
Number of pupils in school	196
Proportion of pupils eligible for Pupil Premium	97
Strategy period	2026-2029
Date published	Autumn 2026
Review date	July 2027
Statement authorised by	Joe McGovern
Pupil Premium lead	Jodie Watkins-Young
Governor / Trustee lead	Joe Martin

Funding overview

Detail	Amount
Pupil Premium allocation 2026/27	[Insert confirmed allocation]
Funding carried forward	n/a

Total budget available	[Insert confirmed total]
Planning figure used in this draft	£103,188 – based on the previous strategy budget and to be reconciled to the confirmed allocation

Part A: Pupil Premium strategy plan

Statement of intent

Pencalenick School is committed to ensuring that socioeconomic disadvantage does not limit a young person's access to learning, independence, participation, aspiration or opportunity. All pupils at Pencalenick have an Education, Health and Care Plan and require specialist provision; our Pupil Premium strategy therefore considers the additional barriers that disadvantage can create alongside pupils' special educational needs.

Our strategy is built around a broad understanding of educational outcomes. Academic progress remains important, particularly functional literacy and numeracy, but successful outcomes for our pupils also include communication, digital access, independence, physical and emotional wellbeing, participation, belonging, essential skills, preparation for adulthood and a successful transition beyond Year 11.

During 2026–2029 we will use Pupil Premium funding to strengthen high-quality teaching and curriculum access; provide targeted academic and specialist support; and remove wider barriers to participation and achievement. We will invest particularly in literacy, Maths for Life, Skills Builder, GridMaker, accessible ICT, practical life skills, Occupational Therapy, alternative provision, Post-16 readiness, horticulture and outdoor education, swimming, arts, physical activity, clubs and pupil leadership.

Our three strategic principles are Access, Agency and Independence, and Aspiration and Transition. Whole-school approaches funded through Pupil Premium will be monitored specifically for their reach and impact on disadvantaged pupils. Decisions will be reviewed annually and provision will be adapted where evidence shows that an approach is not producing the intended benefit.

Strategic challenges

No.	Challenge	Rationale
1	Literacy, numeracy and digital access	Some disadvantaged pupils require additional structured support to develop functional literacy, numeracy and digital skills. These skills underpin curriculum access, communication, safety,

		independence and participation in adult life.
2	Independence and preparation for adulthood	Some pupils have had fewer opportunities to practice and generalise practical life skills in authentic settings. Pupils require systematic opportunities to develop essential skills, household skills, decision-making, community access and confidence.
3	Communication, sensory, physical and therapeutic barriers	Complex communication, sensory and physical needs can create additional barriers to engagement and learning. Some pupils require specialist assessment, therapeutic intervention, adapted resources and environmental support.
4	Participation, belonging and cultural capital	Disadvantage can restrict access to sport, music, performing arts, swimming, horticulture, outdoor education, clubs and other enriching experiences that support confidence, relationships, wellbeing and wider participation.
5	Engagement, attendance and successful transition	Some pupils require highly personalised pathways to sustain engagement and make a successful transition beyond Year 11, including alternative provision, bespoke programmes, Post-16 encounters and carefully planned transition support.

Intended outcomes by the end of 2028/29

Intended outcome	How impact will be evidenced
Functional literacy, numeracy and digital skills improve from individual starting points.	Curriculum and intervention assessment; EHCP/PLG outcomes; functional application of skills; literacy/numeracy data; digital participation; comparison of PP and non-PP outcomes where meaningful.
Pupils demonstrate increased essential skills and practical independence.	Skills Builder baselines/progress; GridMaker evidence; practical life-skills assessments; EHCP

	Preparation for Adulthood outcomes; pupil journey folders; pupil and family voice.
Communication, sensory and physical barriers are reduced through appropriate specialist support.	OT and therapy outcomes; engagement and regulation evidence; communication targets; EHCP outcomes; staff, pupil and parent feedback.
Disadvantaged pupils participate fully in the wider life of school and access rich cultural and physical experiences.	Participation data for clubs, leadership, arts, sport, swimming, outdoor education and trips; pupil voice; belonging/mattering measures; sustained participation.
Pupils are better prepared for Post-16 destinations and adult life.	Provider encounters; transition plans; college visits; work-related learning; travel/community skills; Year 11 destination and sustained destination information.
Pupils at risk of disengagement have personalised pathways that improve participation and educational outcomes.	Attendance and engagement; alternative-provider reviews; behaviour information; progress against individual targets; reintegration or successful transition where appropriate.

Activity in this academic year: 2026/27

The allocations below are a planning model based on the previous £103,188 budget. Each line identifies what the money will buy or enable, why it is being prioritised, how it contributes to the strategy and the evidence that will be used to judge impact.

Teaching and curriculum

Budgeted cost: £36,000

Literacy leadership, intervention and resources £10,000	How the funding will be used: Fund dedicated literacy capacity, diagnostic assessment, targeted reading/phonics/comprehension work, adapted reading materials and staff support. The focus is not simply purchasing resources but increasing consistent, purposeful literacy teaching and intervention. Why this is being funded / link to our intentions: Addresses Challenge 1 and the intention that disadvantaged pupils improve functional literacy and curriculum access. Literacy is foundational to communication, independence, qualifications and Post-16 participation. How impact will be measured: Baseline and termly literacy measures; intervention entry/exit data; reading engagement; EHCP/PLG cognition and learning outcomes; evidence of functional reading/writing; PP/non-PP comparison where appropriate.
Maths for Life £4,000	How the funding will be used: Implement an accessible functional mathematics programme and associated resources, with emphasis on money, time, measurement, number, shopping, travel and other real-life mathematical applications. Why this is being funded / link to our intentions: Addresses Challenges 1 and 2 by making mathematics meaningful and directly connected to independence and preparation for adulthood. How impact will be measured: Baseline and termly assessment; application of maths in practical life-skills sessions/community activities; EHCP outcomes; pupil

	journey evidence; teacher moderation of functional skills.
Skills Builder £4,000	How the funding will be used: Fund the Skills Builder programme, staff development, resources and structured teaching of the eight essential skills across curriculum, enrichment, leadership and preparation for adulthood. Why this is being funded / link to our intentions: Addresses Challenges 1, 2, 4 and 5. It provides a common language for developing transferable skills and connects classroom learning with adult life, participation and transition. How impact will be measured: Whole-school baseline and review data; progress in identified skill steps; staff implementation checks; pupil voice; examples captured in GridMaker and journey folders; participation in leadership/enrichment.
GridMaker assessment and tracking £3,000	How the funding will be used: Implement GridMaker as a consistent platform for mapping and evidencing Preparation for Adulthood, independence and wider skill development across school. Why this is being funded / link to our intentions: Supports the strategy's emphasis on making wider outcomes visible and measurable, particularly Challenges 2 and 5, and enables staff to identify gaps in experience and progression. How impact will be measured: Percentage of pupils with current evidence; quality/consistency audits; termly progress against selected grids; use of information in reviews and transition planning; identified gaps leading to planned provision.
ICT facilities and accessible digital technology £10,000	How the funding will be used: Improve pupil access to reliable ICT, devices and appropriate accessible technology, including equipment that enables pupils to practice digital communication, research, creativity and functional digital skills.

	Why this is being funded / link to our intentions: Addresses Challenge 1 and the Access principle. Digital exclusion can restrict curriculum participation and adult independence; pupils need supported opportunities to use technology safely and purposefully. How impact will be measured: Device/access audit; frequency and quality of pupil ICT use; digital-skills evidence; pupil work; accessibility outcomes for identified pupils; pupil voice; evidence of functional use such as communication, research and life tasks.
--	--

Staff CPD for inclusive teaching and curriculum access £5,000	How the funding will be used: Provide continuing professional development and implementation support linked to literacy, accessible teaching, Skills Builder, functional learning, communication and the effective use of new curriculum resources and technology. Why this is being funded / link to our intentions: Supports all five challenges by increasing staff capacity and ensuring investments translate into consistent classroom practice rather than isolated initiatives. How impact will be measured: CPD participation; implementation checks/drop-ins; staff confidence measures; consistency audits; pupil engagement and access; evidence that agreed approaches are embedded in planning and classroom practice.
--	--

Targeted academic and specialist support

Budgeted cost: £25,000

Private Occupational Therapist £6,000	How the funding will be used: Commission specialist OT assessment and targeted intervention alongside the school therapy team, including advice on sensory, physical, functional and environmental barriers and strategies for staff. Why this is being funded / link to our intentions: Addresses Challenge 3 and supports pupils whose sensory/physical needs restrict learning, participation or independence. Specialist input is intended to
--	---

	improve access rather than operate as a standalone therapy offer. How impact will be measured: Individual OT goals and review reports; implementation of recommendations; engagement/regulation evidence; functional independence measures; EHCP outcomes; staff/parent feedback; case studies for pupils receiving intensive input.
Targeted literacy interventions £5,000	How the funding will be used: Provide additional individual and small-group literacy support for pupils whose assessment identifies specific gaps, including appropriate specialist/adapted resources. Why this is being funded / link to our intentions: Addresses Challenge 1 and complements the whole-school literacy investment by giving pupils additional intensity where universal teaching alone is insufficient. How impact will be measured: Intervention baselines and exit measures; rate of progress; reading accuracy/fluency/comprehension where appropriate; classroom transfer; attendance at intervention; review of whether intervention should continue, adapt or stop.
Post-16 readiness programme £4,000	How the funding will be used: Fund additional transition activity including provider visits, supported interviews, travel/community preparation, transition meetings, practical readiness work and staff release/transport where necessary. Why this is being funded / link to our intentions: Addresses Challenges 2 and 5 and the Aspiration and Transition principle. Pupils require repeated, supported encounters to understand options and generalise skills into unfamiliar Post-16 environments. How impact will be measured: Provider encounters completed; individual transition actions; pupil confidence/voice; travel/community skills; attendance at visits/interviews; Year 11 destination

	data; successful starts and sustained destinations where information is available.
Targeted functional literacy, numeracy and digital support £3,000	How the funding will be used: Provide short, focused individual/small-group intervention where assessment identifies a barrier in functional literacy, numeracy or digital access that affects wider learning or independence. Why this is being funded / link to our intentions: Addresses Challenges 1 and 2 by closing specific knowledge or skill gaps and helping pupils apply learning to real situations. How impact will be measured: Individual baselines and targets; short-cycle review data; evidence of transfer into lessons/life-skills contexts; GridMaker/journey folder evidence; intervention adapted or ceased according to progress.
Alternative provision £16,500	How the funding will be used: Commission carefully selected external provision for pupils whose engagement, attendance, regulation or individual pathway requires a bespoke offer beyond the standard timetable. Provision may include vocational, outdoor, creative or therapeutic contexts. Why this is being funded / link to our intentions: Addresses Challenges 4 and 5. The intention is to maintain meaningful engagement in education, build skills and support progression rather than use alternative provision as an endpoint. How impact will be measured: Attendance and engagement at provision; individual learning/skills targets; provider reports; behaviour/wellbeing information; qualifications/accreditation where relevant; reintegration or transition outcomes; termly value-for-money review.

Wider strategies

Budgeted cost: £42,188

Practical Life Skills Rooms £8,000	How the funding will be used: Develop and resource practical environments in which pupils can learn and rehearse cooking, laundry, cleaning, household organisation, shopping, budgeting and other everyday living skills in realistic contexts. Why this is being funded / link to our intentions: Central to Challenges 2 and 5 and the Agency and Independence principle. It creates repeated opportunities to practice skills that are essential to adult life and difficult to teach authentically in a conventional classroom. How impact will be measured: Individual practical-skills baselines; independence rubrics; GridMaker evidence; EHCP PFA outcomes; reduced adult prompting; application in residential/community/home contexts where evidenced; pupil and family voice.
Horticulture and outdoor education £5,000	How the funding will be used: Invest in equipment, materials and structured opportunities for horticulture, woodland learning and outdoor education, including practical projects and participation in environmental activity. Why this is being funded / link to our intentions: Addresses Challenges 2 and 4 by providing purposeful practical learning, physical activity, responsibility, teamwork, community contribution and opportunities for pupils who engage particularly well outside the classroom. How impact will be measured: Participation and sustained engagement; Skills Builder progress; practical competencies; curriculum/EHCP outcomes; pupil voice; completed projects; attendance/engagement for targeted pupils; journey-folder evidence.
Swimming lessons £3,000	How the funding will be used: Fund swimming tuition, access costs and associated transport/support so disadvantaged pupils can develop water confidence, safety and physical competence. Why this is being funded / link to our intentions:

	Addresses Challenge 4 and supports equitable access to a life skill that contributes to safety, health, confidence and participation in leisure/community life. How impact will be measured: Number/proportion accessing lessons; attendance; individual swimming/water-safety progress; confidence measures/pupil voice; identified pupils achieving greater independence in the water.
Youth choir, orchestra £5,000	How the funding will be used: Increase access to high-quality music, performance opportunities through specialist provision, group participation, tuition and performance experiences. Why this is being funded / link to our intentions: Addresses Challenge 4 by widening cultural capital and participation and creating authentic opportunities to develop communication, confidence, creativity, teamwork and belonging. How impact will be measured: Participation and retention; performances/experiences completed; Skills Builder evidence; pupil voice; engagement; teacher/provider observations; representation of PP pupils within arts opportunities.
Cardio suite development into accessible pupil gym £1,000	How the funding will be used: Improve the existing cardio suite to create a more functional, accessible pupil gym with suitable equipment and resources for structured physical activity. Why this is being funded / link to our intentions: Addresses Challenge 4 by increasing access to sustained physical activity and creating an age-appropriate facility pupils can use to build confidence, routines and knowledge relevant to lifelong health and leisure. How impact will be measured: Baseline/use data; number and proportion of PP pupils accessing the gym; sustained participation; pupil voice; individual physical-activity goals; PE/therapy observations

	where appropriate; participation by pupils previously less engaged in sport.
Clubs and pupil leadership resources £1,500	How the funding will be used: Resource a broader lunchtime/extra-curricular offer and the school's pupil leadership programme so pupils can take meaningful roles, complete projects and access equipment/materials required for participation. Why this is being funded / link to our intentions: Addresses Challenges 2 and 4 by increasing belonging, responsibility, choice, social participation and opportunities to practice Skills Builder competencies in authentic contexts. How impact will be measured: Club registers analysed by PP status; breadth and frequency of participation; leadership participation; Skills Builder evidence; pupil voice; belonging/mattering measures; completed leadership projects.
Post-16 provider engagement, visits and transport £4,000	How the funding will be used: Remove practical barriers to meaningful encounters with colleges, training providers and other Post-16 settings through events, visits, transport and supported participation. Why this is being funded / link to our intentions: Addresses Challenge 5 and strengthens the school's transition offer by ensuring disadvantaged pupils have first-hand knowledge of realistic next steps and opportunities. How impact will be measured: Number and range of encounters; participation by PP pupils; pupil/parent feedback; transition actions arising from encounters; applications/interviews; destination information.
Community experiences and real-life application £4,000	How the funding will be used: Fund transport, access and resources that enable pupils to apply curriculum and independence skills in supermarkets, public transport, leisure settings and other community environments.

	Why this is being funded / link to our intentions: Addresses Challenges 2 and 4. Generalising learning beyond school is essential to genuine independence and helps ensure disadvantage does not reduce access to experiences that other young people may encounter routinely. How impact will be measured: Participation; practical task completion; level of adult prompting; travel/community safety evidence; GridMaker and journey-folder evidence; EHCP PfA outcomes; pupil confidence and voice.
--	---

Individual access and participation contingency £2,188	How the funding will be used: Maintain a small responsive fund to remove individual barriers that emerge during the year, for example transport, equipment, clothing/resources or access costs directly linked to an identified educational or participation need. Why this is being funded / link to our intentions: Supports the Access principle and allows the strategy to respond to individual disadvantage without waiting for the following annual planning cycle. How impact will be measured: Every use logged with identified barrier, intended outcome and review; number of pupils supported; evidence of participation/progress enabled; termly leadership review of patterns and value for money.
--	--

Total planned expenditure

£103,188 TBC

This is a provisional planning total based on the previous strategy. The activity amounts should be adjusted proportionately or reprioritised once the confirmed 2026/27 allocation is entered.

Monitoring and evaluation framework

Each funded activity will be reviewed through four linked questions:

- **1. Implementation** - Was the activity delivered as intended, to the required quality and frequency?
- **2. Reach** - Which disadvantaged pupils accessed it, who did not, and were there identifiable participation gaps?
- **3. Progress** - What changed in pupils' learning, skills, independence, attendance, engagement, communication or transition readiness?
- **4. Lived impact** - What do pupil voice, family feedback, journey folders and case evidence tell us about confidence, belonging, participation and independence?

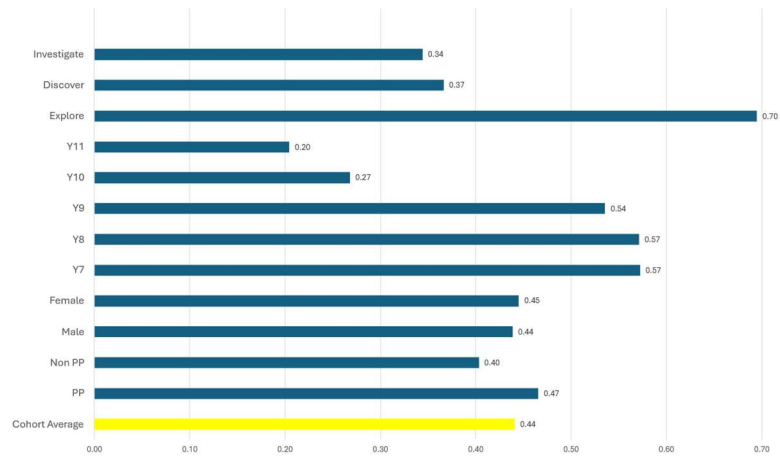
The strategy will be monitored termly by school leaders and reviewed annually. Evidence will be triangulated rather than relying on a single measure. Where implementation or pupil outcomes are not developing as intended, provision will be adapted, scaled, replaced or stopped.

Part B: Review of the previous academic year – 2025/26

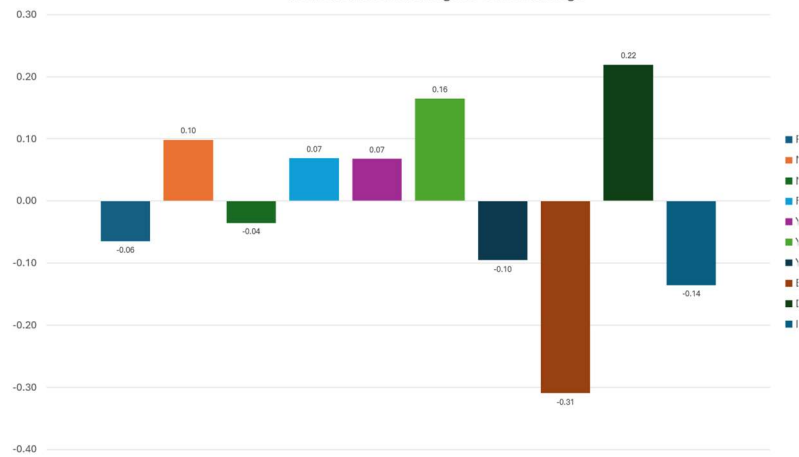
This section should be completed when the final 2025/26 evidence is available. It should report outcomes rather than simply restating what was purchased or delivered.

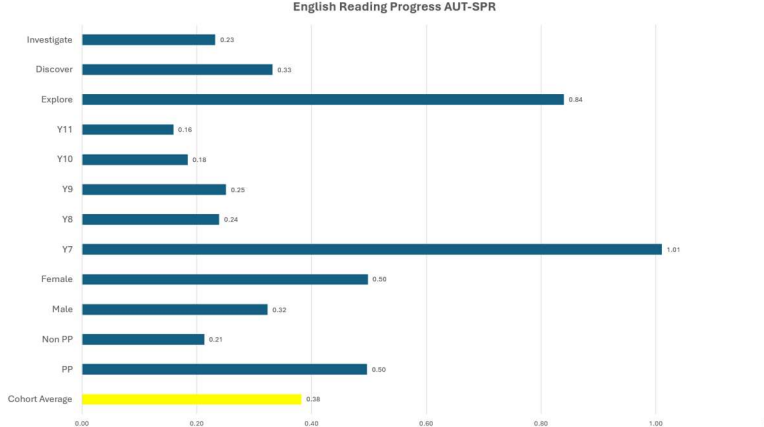
Area	Evidence to review	Evaluation / next step
Literacy and numeracy	Assessment and intervention data; EHCP/PLG outcomes; disadvantaged/no n-disadvantaged comparison where meaningful.	

English Writing Progress AUT-SPR



Maths AUT26-SPR26 Progress-Cohort Average



		English Reading Progress AUT-SPR  <table><thead><tr><th>Group</th><th>Value</th></tr></thead><tbody><tr><td>Investigate</td><td>0.23</td></tr><tr><td>Discover</td><td>0.33</td></tr><tr><td>Explore</td><td>0.84</td></tr><tr><td>Y11</td><td>0.16</td></tr><tr><td>Y10</td><td>0.18</td></tr><tr><td>Y9</td><td>0.25</td></tr><tr><td>Y8</td><td>0.24</td></tr><tr><td>Y7</td><td>1.01</td></tr><tr><td>Female</td><td>0.50</td></tr><tr><td>Male</td><td>0.32</td></tr><tr><td>Non PP</td><td>0.21</td></tr><tr><td>PP</td><td>0.50</td></tr><tr><td>Cohort Average</td><td>0.38</td></tr></tbody></table>	Group	Value	Investigate	0.23	Discover	0.33	Explore	0.84	Y11	0.16	Y10	0.18	Y9	0.25	Y8	0.24	Y7	1.01	Female	0.50	Male	0.32	Non PP	0.21	PP	0.50	Cohort Average	0.38
Group	Value																													
Investigate	0.23																													
Discover	0.33																													
Explore	0.84																													
Y11	0.16																													
Y10	0.18																													
Y9	0.25																													
Y8	0.24																													
Y7	1.01																													
Female	0.50																													
Male	0.32																													
Non PP	0.21																													
PP	0.50																													
Cohort Average	0.38																													
Attendance and engagement	Attendance, persistent absence, reduced timetables, alternative provision and engagement information.	89.12% 2025/2026 Attendance 27.06% persistent absence 2025/2026																												
Behaviour and wellbeing	TrackIt, regulation/wellbeing information, pupil voice and belonging/mattering evidence.	All pupils completed belonging and mattering surveys- results led to the development of the school clubs offer and student leadership framework.																												
Preparation for adulthood	Skills/independence evidence, community access, travel and practical life skills.	36 Pupils took part in Duke of Edinburgh Bronze Award Skills Builder launched and pupils took part in base lining activities and skills builder lessons/ skills development. Residential provision provided for pupils undertaking independence, community and travel skills. Mind the Gap project launched for pupils to use transport and visit places outside of Cornwall (London trip to Houses of Parliament).																												
Post-16 transition	Provider encounters, applications,	All pupils received transition visits with post 16 providers. 3 post 16 careers events held in 2025-2026 for pupils and parents.																												

	transition work and destinations.	All pupils completed relevant careers curriculum and activities. Throughout the year pupils have engaged in various employer encounters, volunteering and work experience. 26 pupils were leavers, transitioning into post 16 provision. All pupils successfully transitioned. September 2026 100% year 11 pupils know their 2027 post 16 provision and destination.
Enrichment and cultural capital	Participation in arts, sport, swimming, outdoor education, clubs, leadership and trips.	All pupils participated in sailing and power boat sessions 54% of pupils attended an out of county 3day PGL. An average of 33.3.% of the school population in clubs on a daily basis in 2025/2026. Soft launch of pupil leadership departments. 20 pupils in Parliament leadership roles, 10 pupils in sports leadership roles, 15 pupils in planet protector leadership roles. 33.3% of pupils were in leadership roles in 2025-2026. 33.3% of pupils at Pencalenick went to swimming lessons in 2025/2026. 100% of pupils at 50% of pupils attended dance workshops at Pencalenick in 2025/2026. All pupils experience forest school and horticulture.