

2025 - 2026 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 (2024 - 25) had within our school.

School overview

Detail	Data
School name	Launceston College
Number of pupils in school	1280
Proportion (%) of pupil premium (PP) eligible pupils	22.2%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	M Thompson
Pupil premium lead	L Blackburn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£322,730
Recovery premium funding allocation this academic year <i>(this was post-COVID and has now finished)</i>	£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	£322,730

Part A: Pupil premium strategy plan

Statement of intent

The aim of the strategy is to ensure that all students eligible for Pupil Premium (PP) funding are ready for their next stage of education, employment or training and go onto destinations that meet their interests and aspirations. We intend to ensure that students eligible for Pupil Premium achieve well and at least in line with national averages. To do this we will work to ensure that students attend regularly, experience disruption free learning and have a reading age at or above their chronological age.

Challenges

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

Challenge number	Detail of challenge
1	Low literacy levels amongst PP students with a high rate of students below age related expectation on entry.
2	Attendance of PP students is lower than College/National average including persistent absence of some students.
3	Students with complex needs and students with low motivation to succeed can disengage from learning which limits their progress.
4	Lack of parental engagement and limited uptake on the opportunities available to support disadvantaged students and families.
5	Limited exposure to cultural experiences and to aspirational role models/aspirational environments outside of College.
6	Challenges associated with rural settings, limited local employment opportunities, and a lack of social activities beyond the College environment.

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
Improved reading ages to develop confidence and to improve student engagement with and access to the curriculum.	NGRT/Sparx reader ages show improved scores
Improved attendance and punctuality of disadvantaged students.	Absence and punctuality of PP students at least in line with national average for all students.

Improved support for students with additional needs within the classroom.	Students remain in mainstream lessons to access their learning. Progress scores are at least in line with non disadvantaged students.
Improved student and parental engagement with learning and with wider opportunities for social and cultural development.	Increased participation in extra -curricular activities. Increased parental engagement.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all teaching staff have access to high quality, subject specific CPD.	It is well documented that good teaching is the most important lever that schools have to improve outcomes for disadvantaged students. Quality of teaching is consistently highlighted in research as making the most significant impact to progress of disadvantaged students (EEF)	1 and 3
<p>Enhanced Support for Early Career Teachers:</p> <p>To further develop the skills and expertise of our teachers in the early stages of their careers, we will provide a comprehensive support package. This includes:</p> <ul style="list-style-type: none"> • ECT Mentoring: Pairing early career teachers with experienced mentors for guidance and support. • Stage-Specific CPD: Offering professional development opportunities tailored to the specific needs of teachers at different stages of their induction period. • Dedicated Staff Time: Allocating time for early career teachers to engage in professional learning and collaboration. 	Investing in comprehensive training and support for our teachers, especially those in the early stages of their careers, is essential for both attracting and retaining high-quality educators. By fostering a culture of continuous professional development and mentorship, we can ensure that every classroom is led by an effective teacher who is equipped to support the progress of all students. This commitment to teacher development is a fundamental pillar of our strategy to enhance student outcomes and achieve our ambitious goals.	1 and 3

<ul style="list-style-type: none"> Financial Support for External CPD: Providing financial assistance to enable early career teachers to participate in high-quality external professional development programs. 		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS3 and KS4 English intervention to improve curriculum access. Funding will be used for baseline testing, reading recovery packages and intervention staffing.</p> <p>KS3: Lexia, Sparx Reader and Corrective Reading</p> <p>KS4: Lexia and Corrective Reading.</p>	Evidence consistently shows the positive impact that targeted intervention support can have. The EEF highlight group intervention is a key component of an effective Pupil Premium strategy	1 and 3
Additional English and maths classes at KS3 and KS4	Improvements in attainment scores from last year.	1 and 3
Small group maths and English tutoring for Year 11	Improvements in attainment scores from last year.	
Use of Sparx maths and science at both KS3 and KS4. With extra staff intervention to support completion.	Improvements in attainment scores from last year.	1 and 3
Access to appropriate and challenging reading materials. Funding will be used to provide training and materials to support reading in lessons and specific reading interventions to ensure the highest standards of literacy across the curriculum.	Research consistently demonstrates that a strong foundation in literacy is crucial for future success. Students who leave school without proficient literacy skills face significant challenges in pursuing further education, securing employment, and fully participating in society. By prioritising literacy instruction and intervention, we equip our students with the essential tools they need to thrive academically, access exams, unlock their full potential, and confidently navigate their post-secondary pathways.	1 and 3

<p>Revision sessions and materials.</p> <p>Provision of exam packs for KS4 pupils.</p> <p>Revision sessions during holiday periods for exam preparation in KS4</p> <p>Period 6 additional lessons for Year 11, 12 and 13 students.</p>	<p>The 2017 Sutton Trust report highlights a concerning disparity in educational opportunities, revealing that bright but disadvantaged students receive significantly less additional instruction compared to their more affluent peers. This "glass floor" phenomenon perpetuates social inequality, hindering social mobility for those from lower-income backgrounds. The Covid-19 pandemic has only exacerbated these existing inequities, making it even more imperative to address these disparities through targeted interventions and support.</p>	<p>1 and 3</p>
<p>Counselling support - Employed to work 1:1 to support students.</p>	<p>The number of students experiencing mental health difficulties continues to rise. Nationally it is now thought to be 1 in 5 pupils.</p> <p>1:1 counselling can help to reduce odds of persistent school absence for children with mental health difficulties</p> <p>https://www.place2be.org.uk/</p>	<p>2, 3, 4 and 5</p>

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

Budgeted cost: £138,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance strategy for tracking and intervention, including attendance mentoring.</p>	<p>There is a direct correlation between poor attendance and poor achievement. Persistent absence is highest in our disadvantaged cohort. When it comes to school attendance, children with a probable mental health condition were 7 times more likely to have missed more than 15 days of school in the autumn term of 2022.</p> <p>https://www.place2be.org.uk/</p>	<p>2, 3 and 4</p>
<p>Equality of access to extra/supra curricular opportunities.</p>	<p>It is well documented that research in learning science emphasises the critical role of experiences in a child's cognitive development. A rich tapestry of experiences provides a strong foundation for future learning, enabling children to accelerate their progress and make meaningful connections between abstract concepts.</p>	<p>3,4,5 and 6</p>

Resource provision for PP students. This will include uniform and resources required to access their curriculum.	It is important that all students have access to the same opportunities irrespective of socio-economic status. The wearing of the college uniform is an important aspect of our ethos. Reducing anxiety by supporting equality allows students to focus on learning.	2, 3 and 4
Role of the tutor and curriculum development	Established routines provide security, ensure students are supported with uniform, equipment and pastoral issues, as well as daily exposure to reading routines. Character curriculum provides advice, supports student voice and increases cultural capital.	2, 3, 4 and 5
Social and emotional support through student support teams; Triage, Year Teams, Safeguarding, Support, High Support and Intervention.	Schools which are successful in raising the attainment of the most disadvantaged students emphasise the importance of meeting the needs of individual learners. Staff work to identify barriers that prevent pupils from making progress.	1, 2, 3, 4, 5 and 6
Maintaining the highest standards of behaviour through intervention and support.	Maintaining the highest standards of behaviour through intervention and support fosters a positive learning environment where all students can thrive. Lessons should be disruption and distraction free, and all students should be supported to meet these expectations, ensuring equitable access to learning opportunities.	1, 2 and 3
Increased support for disadvantaged students including early intervention referrals via safeguarding and pastoral teams.	Ensuring that students and their families access the support and resources available to them is important to maximise the value of the PP strategy.	4, 5 and 6
Support and encourage participation in school trips.	The benefits of learning beyond the classroom are well documented. But the impact of the financial crisis continues to take a toll. In 2023, 44.5% of children aged 8 to 16 years had parents who reported being worried about money. More than 1 in 4 children aged 8-16 (26.8%) with a probable mental condition had a parent who could not afford for their child to take part in activities outside school or college. https://www.place2be.org.uk/	5 and 6

Total budgeted cost: £323 000

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.

Attendance for PP students was 90.7% for 2024 - 2025 compared to 86.3% for 2023 - 2024 and 80.6 for 2022 - 2023.

27% of PP students achieved a Grade 5+ in both maths and English in 2025 compared to 24% in 2024.

Progress data is not available for 2025.

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
Sparx maths	Sparx
Sparx reader	Sparx
Sparx science	Sparx
Seneca Premium	Seneca Learning
Video lectures in the literature, history and the social sciences	MASSOLIT
Lexia	Lexia Learning
Reading age testing	NGRT
Sparx Reader	Sparx
Carousel	Carousel