

St Barnabas Multi Academy Trust

Quethiock CE Primary School 2025–26

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	Quethiock CofE Primary School
Number of pupils in school	57
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2026
Date this statement was published	19th December 2025
Date on which it will be reviewed	1st September 2026
Statement authorised by	Tom Riggs
Pupil premium lead	Tom Riggs
Governor / Trustee lead	Ian Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,843
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	£18,843

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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of background, challenges or starting points, make good progress and achieve high attainment across all subject areas. This is true whether children are slightly behind, at or exceeding age related expectations. Growth is a right and children are helped to explore and develop their gifts and talents in all their diversity.

We will consider the challenges faced by vulnerable children, such as those with a social worker and young carers as well as our local Cornish context so that all needs are supported, regardless of whether children are disadvantaged or not.

 <p>Cornwall Council</p>	<p>"Our mission is to protect the most vulnerable children and young people living in Cornwall from significant harm. To support the educational inclusion of those children and to close the gap in outcomes between them and their peers".</p>
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A high quality education, particularly teaching, is at the heart of our approach, with a focus on areas in which our children require the most support. This is proven to have the greatest impact on closing the disadvantaged gap as well as providing the best possible education for those considered non-disadvantaged. Implicit in the intended outcomes detailed below is that all children's attainment will be sustained and improved. Our aims benefit the outcomes for everyone, even whilst we focus on ensuring the most vulnerable children are given every chance to thrive.

We use a range of robust evidence from a variety of sources in order to identify common challenges and individual needs of the impact of disadvantage so that they receive equity of provision. It is found by focussing on these, outcomes improve for everyone; allowing all to excel. To ensure our approaches are effective we will:

- work tirelessly to ensure early identification of children at risk of falling behind and develop timely interventions
- Have high expectations for what all of our children can achieve, based on current findings from cognitive science. We do not expect less of children because of challenges they have; we support so that they can overcome them and achieve alongside their peers
- All staff take responsibility in ensuring outcomes and expectations of what disadvantaged children can achieve are raised

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Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils show our disadvantaged pupils generally have greater difficulty with phonics than their peers.
2	Writing - Assessments indicate that writing attainment among disadvantaged pupils is lower than that of non-disadvantaged.
3	Attendance - Our attendance data indicates that attendance among our disadvantaged pupils is below national.
4	Families having access to enrichment opportunities for their children including residential and wraparound care.

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
Improve attendance of disadvantaged pupils to be in line with or exceed that of non-disadvantaged pupils.	<ul style="list-style-type: none"> ● Disadvantaged pupil attendance rates increase year-on-year. ● The attendance gap between disadvantaged and non-disadvantaged pupils decreases year-on-year. ● Persistent absence rates for disadvantaged pupils decrease. ● Analysis of attendance data demonstrates a positive impact of implemented strategies.
Increase access and participation of disadvantaged pupils in enrichment opportunities (residential, trips, wraparound care).	<ul style="list-style-type: none"> ● Data shows increased participation of disadvantaged pupils in residential, trips, and wraparound care, with at least 50% of pupil premium children accessing these opportunities. ● Feedback from pupils and parents indicates increased access and enjoyment of these activities. ● Financial barriers to participation are significantly reduced for disadvantaged families.

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	<ul style="list-style-type: none"> ● Free Breakfast Club provision gets children off to a great start at the beginning of each day. ● The National Breakfast Scheme is supplemented by Pupil Premium funding to ensure all children have access to breakfast. ● Working families can rely on consistent childcare from 8am until 5.15pm.
<p>Close the attainment gap between disadvantaged pupils and their non-disadvantaged peers in reading, writing, and mathematics.</p>	<ul style="list-style-type: none"> ● Disadvantaged pupils' attainment in reading, writing, and maths improves year-on-year. ● The attainment gap between disadvantaged and non-disadvantaged pupils narrows at the end of each academic year. ● More disadvantaged pupils achieve age-related expectations and greater depth in reading, writing, and maths. ● Progress measures for disadvantaged pupils are in line with or exceed those of non-disadvantaged pupils.
<p>Improve oral language and vocabulary skills of disadvantaged pupils.</p>	<ul style="list-style-type: none"> ● Assessments demonstrate improved vocabulary and oracy skills among disadvantaged pupils. ● Teachers' observations and feedback indicate increased confidence and competence in communication. ● Disadvantaged pupils participate more actively in class discussions and presentations.
<p>Mitigate the impact of previous educational disruptions on disadvantaged pupils.</p>	<ul style="list-style-type: none"> ● Disadvantaged pupils make accelerated progress to catch up with lost learning. ● Targeted interventions are effective in addressing learning gaps. ● Data analysis demonstrates that the impact of disruptions is diminishing for disadvantaged pupils.

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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: £6,500

Activity	Evidence that supports this approach	Challenge(s) addressed
RWI Phonics Programme Subscription (resources, 2 development days, support)	Systematic synthetic phonics approaches have strong evidence for improving reading outcomes, particularly for disadvantaged pupils (EEF Phonics Guidance, 2020)	1
CPD for staff on Writing Strategies (Drawing Club, Curious Quests training, other writing resources)	Targeted CPD improves teacher effectiveness and pupil outcomes (EEF Teaching & Learning Toolkit, 2021)	2
Recruitment/Retention support for TA apprentice	Providing consistent adult support improves outcomes for pupils requiring extra support (EEF Teaching Assistant Guidance, 2021)	1, 2

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge(s) addressed
TA support in phonics sessions (small group / 1:1)	Small group and 1:1 interventions have moderate impact for literacy (EEF Small Group Tuition, 2020)	1
TA support in writing interventions (Drawing Club / Curious Quests)	Targeted writing interventions improve attainment, especially when pupils have structured support (EEF Oral Language & Writing Guidance, 2021)	2
Tutoring / 1:1 catch-up sessions for disadvantaged pupils falling behind	One-to-one tuition can accelerate progress (EEF, 2020)	1, 2

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

Budgeted cost: £5,743

Activity	Evidence that supports this approach	Challenge(s) addressed
Attendance incentives (prizes, celebrations, assemblies)	Positive reinforcement and clear expectations improve attendance (EEF Social & Emotional Learning Guidance, 2021)	3
Parent engagement for attendance and learning support	Engaging parents in attendance and learning improves outcomes for disadvantaged pupils (EEF Parental Engagement, 2021)	3
Pastoral support / wellbeing checks for disadvantaged pupils	Wellbeing support can improve engagement, behaviour, and attendance (EEF Social & Emotional Learning, 2021)	3
Wrap-around care from 3:15 pm until 5pm at a discounted 50% price for disadvantaged families.	Providing affordable wrap-around care removes barriers to participation in enrichment activities and supports working families.	2, 4
Funding for enrichment activities (residential, trips) at a 50% subsidy for disadvantaged pupils.	Enrichment opportunities broaden pupils' experiences, raise aspirations, and improve social and emotional development.	2, 4

Further information (optional)

We regularly review and evaluate the impact of our pupil premium spending to ensure that it is effective in improving outcomes for disadvantaged pupils.

We use a tiered approach to support, with a focus on high-quality teaching for all, targeted support for those who need it, and wider strategies to address barriers to learning.

We involve parents and pupils in the planning and evaluation of our pupil premium strategy.

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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.

Review of Pupil Premium Outcomes

Area	Aim (2024–25)	Outcome (2025–26)
End of KS2 attainment	Ensure 100% of pupil premium children achieve the expected standard in Writing, Reading, and Maths	Achieved: 100% of pupil premium children met expected standard in W, R, M
Reading attainment across the school	Narrow the gap between disadvantaged pupils and peers in Reading	Achieved: Pupil premium children performed above their peers in Years 1, 3, 6
Attendance	Improve attendance of disadvantaged pupils to at least national average	⚠ Partially achieved: Attendance improved but remained below national average
Teaching & Learning Support	Strengthen teaching support (CPD, TA support) to boost outcomes for disadvantaged pupils	Achieved: Teaching support made good gains across the school, contributing to improved attainment