

St Barnabas Multi Academy Trust

St Martin's 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	St Martin's CE Primary School
Number of pupils in school	294
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2026
Date this statement was published	1st December 2025
Date on which it will be reviewed	1st September 2026
Statement authorised by	Tor Bandara
Pupil premium lead	Tor Bandara
Governor / Trustee lead	Gemma Parnell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,494.71
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	£209,494.71

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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 CORNWALL COUNCIL one and all • omen hag all</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	Our attendance data indicates that attendance among our disadvantaged pupils is 4.3% lower than their non-disadvantaged peers. 31.8% of those who are 'persistently absent' are disadvantaged pupils compared to 10.5% of their non-disadvantaged peers.
2	Access to a range of enrichment opportunities (residential, trips, wraparound care) is limited due to financial constraints for disadvantaged families.
3	Internal and external assessments indicate that attainment gaps exist between disadvantaged pupils and their non-disadvantaged peers, particularly in reading, writing, and mathematics.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. impacting their learning across the curriculum.
5	Social, emotional, and mental health needs are more prevalent among disadvantaged pupils, affecting their engagement and learning.
6	Parental engagement and support for home learning can be lower for some disadvantaged pupils.
7	The impact of previous disruptions to education (e.g., COVID-19) has disproportionately affected disadvantaged pupils, widening existing gaps.

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.

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	<ul style="list-style-type: none"> • Analysis of attendance data demonstrates a positive impact of implemented strategies.
<p>Increase access and participation of disadvantaged pupils in enrichment opportunities (residential, trips, wraparound care).</p>	<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. • Free Breakfast Club provision for pupil premium pupils 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

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	<p>confidence and competence in communication.</p> <ul style="list-style-type: none"> Disadvantaged pupils participate more actively in class discussions and presentations.
<p>Improve the social, emotional, and mental health (SEMH) of disadvantaged pupils.</p>	<ul style="list-style-type: none"> Data from SEMH assessments and monitoring tools shows improvement in disadvantaged pupils' wellbeing. Reduced incidents of behavioral issues and improved engagement in learning among disadvantaged pupils. Increased access to and utilisation of SEMH support services by disadvantaged pupils.
<p>Increase parental engagement in supporting their disadvantaged child's learning.</p>	<ul style="list-style-type: none"> Increased attendance of parents at school events and meetings. Increased participation of parents in home learning activities. Feedback from parents indicates improved communication and collaboration with the school. Family Support Worker actively engages with families and provides effective support.
<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: £40,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality CPD for teachers focused on effective differentiation, adaptive teaching, and strategies to support disadvantaged learners.	EEF evidence consistently highlights the impact of high-quality teaching on pupil outcomes, particularly for disadvantaged pupils.	1, 3, 4, 7
Embedding dialogic teaching and metacognitive strategies across the curriculum.	Research indicates that dialogic teaching and metacognition improve pupils' learning and thinking skills, especially for those with language deficits.	3, 4
Utilising formative and summative assessment and tracking systems to identify and address gaps in learning for disadvantaged pupils.	EEF guidance emphasizes the importance of effective assessment and feedback to inform teaching and support progress.	3, 7
Recruitment and retention of high-quality teachers and support staff, with a focus on expertise in supporting disadvantaged learners.	The quality of teaching is the most significant in-school factor affecting pupil outcomes.	1, 3, 4, 5
Provision of resources and materials to support effective teaching and learning, tailored to the needs of disadvantaged pupils.	Access to appropriate resources can enhance engagement and facilitate learning.	3, 4

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

Budgeted cost: £62,698

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of SHINE interventions by Rising Stars to provide targeted support in core subjects.	Targeted interventions can effectively address specific learning gaps and accelerate progress.	3, 7
Delivery of RWI Spelling interventions to improve literacy skills.	Structured literacy interventions are crucial for developing strong reading and writing skills.	3, 4
Curious Quests/Drawing Club for KS1 and the EYFS to develop early language and engagement.	Early intervention is vital for closing the attainment gap and fostering a love of learning.	3, 4
One-to-one and small group tutoring for disadvantaged pupils who are falling behind.	EEF evidence shows that tutoring can be highly effective in accelerating progress, particularly for disadvantaged pupils.	3, 7
Intervention Lead to support high quality intervention and catch up across the school.	A dedicated lead ensures effective implementation and monitoring of interventions.	3, 7
Additional teaching assistant support to provide in-class support and targeted interventions for disadvantaged pupils.	Targeted support within the classroom can help pupils access learning and make progress.	3, 4, 5

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

Budgeted cost: £106,317

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of a free breakfast club every morning from 8:00 am for pupil premium children.	Research indicates that providing breakfast and a positive start to the school day reduces attendance issues and has a positive impact on pupils' concentration and learning.	1, 5
National Breakfast Programme to provide all children with breakfast.	Ensuring all children have access to breakfast supports wellbeing and learning readiness.	1, 5
Wrap-around care from 3:15 pm until 5:15 pm 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, 6
Provision of a full-time Family Support Advisor to work with disadvantaged families to address barriers to learning and improve parental engagement.	Strong home-school partnerships are essential for supporting pupil success.	1, 5, 6
Provision of a TIS Practitioner to support the emotional wellbeing of pupils.	Addressing SEMH needs is critical for enabling pupils to engage in learning.	5
Implementation of strategies to improve attendance, including targeted support for families, monitoring, and early intervention.	The DfE emphasises the importance of improving attendance for all pupils, particularly disadvantaged groups.	1

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<p>Funding for enrichment activities (residential, trips) at a 50% subsidy for disadvantaged pupils.</p>	<p>Enrichment opportunities broaden pupils' experiences, raise aspirations, and improve social and emotional development.</p>	<p>2</p>
<p>Strategies to promote positive behavior and reduce exclusions, with a focus on restorative approaches and support for pupils with SEMH needs.</p>	<p>A positive school climate supports learning and reduces disruption.</p>	<p>5</p>

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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.

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.

Aim	Outcome
Improve standards and attainment for disadvantaged pupils.	<ul style="list-style-type: none"> ● Positive progress in early reading, achieving in line with the national expectation for the Phonics Screening Check. ● The gap between disadvantaged and non-disadvantaged is closing.
Accelerate progress in reading, writing, and maths, particularly in Key Stage 1.	<ul style="list-style-type: none"> ● Daily targeted interventions are showing impact. ● A greater number of children leaving KS2 at the Expected Standard than the previous year.
Increase reading fluency and enjoyment among disadvantaged pupils.	<ul style="list-style-type: none"> ● Increased reading fluency evidenced across the school. ● Positive engagement with reading initiatives.
Strengthen home-learning environments and parental engagement.	<ul style="list-style-type: none"> ● Parental engagement is growing, with increased participation in school activities.

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<p>Improve attendance of disadvantaged pupils.</p>	<ul style="list-style-type: none"> ● Improved attendance rates, showing a positive trend.
<p>Enhance engagement of disadvantaged pupils in outdoor activities and trips.</p>	<ul style="list-style-type: none"> ● High engagement in trips and outdoor learning experiences. ● Greater number of disadvantaged children attending residential.
<p>Develop oracy and vocabulary skills, particularly for disadvantaged pupils.</p>	<ul style="list-style-type: none"> ● Improved levels of oracy and use of vocabulary observed.
<p>Improve wellbeing and relationships for all children, particularly disadvantaged pupils.</p>	<ul style="list-style-type: none"> ● Improved wellbeing and relationships, with a reduction in negative incidents.