

St Barnabas Multi Academy Trust

St Mabyn C of E Primary School 2025-26



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 Mabyn C of E School
Number of pupils in school	50
Proportion (%) of pupil premium eligible pupils	10/50 - 20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lauren Gouge
Pupil premium lead	Lauren Gouge
Governor / Trustee lead	Anya Gray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4, 317.75
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	£4, 317.75

Part A: Pupil premium strategy plan



Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges



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

Challenge number	Detail of challenge
1	Our assessments and observations indicate a gap between disadvantaged pupils and non-disadvantaged pupils' performance
2	Providing rich and varied in-school experiences and events for our disadvantaged pupils.
3	Providing access for families to mental health and well-being services.
4	Providing support for vulnerable families, breakfast club, uniform, support for trips, residential and school lunches as needed.

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 wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved standards and attainment across all subjects and prominently early reading and especially in greater depth for disadvantaged children	Standardised tests will show an increase in standards, particularly for disadvantaged children.
Accelerated progress in reading, writing and maths for disadvantaged children across the school.	Gaps will close between the disadvantaged and their peers in all subjects.



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: £1800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance Teaching and Learning , attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>3, 4</p>
<p>CPD and monitoring - including leadership support for coaching and induction - Feedback</p> <ul style="list-style-type: none"> ● Metacognition and Self Regulation ● Peer Tutoring ● Collaboration ● Connective Model Approaches 	<p>In order to ensure consistency of approach and embedding of new initiatives, regular monitoring and coaching are key.</p> <p>These key aspects of teaching and learning have been written into our school policy for Teaching and Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p>	<p>1, 2, 3</p>



	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	
Develop a consistent school approach to retrieval practice.	Consistent research has shown that retrieval practice can benefit pupils' learning. The recently published EEF report on Cognitive Science has examined the evidence underpinning retrieval practice, highlighting its potential to support pupil learning. In all lessons, we use short retrieval sections such as 'Grammar Starters'/'Rewinds', 'ROCKs' or 'Quizlets'.	1, 2
Purchase of NFER assessments £1300 No More Marking £300 and STAR reading assessments (part of Accelerated Reader £1000) Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3

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

Budgeted cost: £ 1517.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------




<p>TA hrs to support KS2 Maths/Writing and interventions 2 hrs per week</p> <p>£1200</p>	<p>EEF one to one tuition +5 EEF small group interventions +4 EEF teaching assistant interventions +4</p>	1, 2
<p>Work with RWInc to ensure Early reading and vocabulary development is outstanding and that Reception, KS1 make good or better progress</p> <p>-Relationship with Kernow English Hub & Audits</p>	<p>EEF one to one tuition +5 EEF small group interventions +4 EEF teaching assistant interventions +4</p>	1, 2
<p>Access to quality remote learning support; Google classroom, TTRS, Spellzone, White Rose, AR Reader books</p> <p>£142 £237.89 £88</p>	<p>EEF Homework +5 EEF- individualised instruction +4</p>	1, 2

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure access to wider curriculum offer from trust- outdoor programme and PE tournaments</p>	<p>EEF arts participation +3 EEF outdoor learning adventure - EEF physical activity +1</p>	3, 4

Swimming contribution - Total £300 First access music instruments Endelienta free creative workshops free		
Contingency fund for acute issues. £700	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. e.g breakfast clubs or school lunches or support for trips.	3, 4

Total budgeted cost: £4, 317.75

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.

Our internal assessments during 2024/25 suggested that the performance of disadvantaged pupils was lower in key areas of the curriculum.



Our 2024-25 aims:

Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Second year of new PSHE programme implemented. Emotion coaching training given by the Trust PSHE lead. Mental health and wellbeing support provided by Cornwall Mental Health Schools Team (CMHST). Inclusion to all outdoor learning experiences and residential.
Improved standards and attainment across all subjects and prominently early reading and especially in greater depth for disadvantaged children	Training provided for staff in both classes by Trust Phase Leaders
Accelerated progress in reading, writing and maths for disadvantaged children across the school.	CPD in maths on Inset days Autumn Term lead by KS2 Phase Leader SATs Booster after-school club started Interventions provided Small reading groups Daily reading for lowest 20%, extra volunteers in school for this

This details the impact on attainment that our pupil premium activity had on pupils in the year 2024/25 to-date

Whole school PP attainment

Subject exp+ PP	Summer 2025-5 children	Autumn 2025-7 children
Reading attainment	3/5 60%	4/10 40%
Writing attainment	3/5 60% NMM 3/5 60% GAPS	3/10 30%
Maths attainment	3/5 60%	5/10 50%