



# Pupil Premium Strategy St Tudy CE Primary School 2025-26



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 Tudy C Of E
Number of pupils in school	34
Proportion (%) of pupil premium eligible pupils	4/34 12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	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	£ 8, 881.69
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 8, 881.69

## Statement of intent

### Ultimate objectives

To protect and improve the lives of all children in our school, especially the vulnerable. Our intent is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. We aim to support all disadvantaged pupils to achieve that goal, including those who are already high attainers.

We aim to increase aspirations and promote children's physical and mental health.

We aim to diminish the gap between the attendance of PP and non PP pupils.

### How does the plan work towards the objectives above

The pupil premium strategy sets out a clear three-tiered approach to addressing our objectives.

1. High Quality Teaching: At the forefront of our approach is investment into maintaining high quality teaching and teaching support across all classes, while also providing professional development opportunities. Ensuring an effective teacher is in front of every class, every day, is a key ingredient to the success of our provision and is therefore the top priority for our Pupil Premium spending.

2. Targeted Academic Support: Evidence consistently demonstrates the positive impact that timely, targeted academic support can have. We use a carefully selected, evidence-based range of support mechanisms, sometimes 1:1, in small groups or in-class intervention strategies, which do not remove children from the classroom unnecessarily. This is a key component to sit alongside ongoing quality first teaching.

3. Wider Strategies: The final element of our approach is to provide support in tackling the most significant, non-academic barriers to success at school, including attendance, behaviour and social, emotional support, so that our pupils develop their physical and mental health and well-being, alongside developing their future aspirations.

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 our 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, residentials 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.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
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: £ 2,200

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><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>3, 4</p>
<p>CPD and monitoring - including leadership support for coaching and induction - Feedback</p> <ul style="list-style-type: none"> <li>● Metacognition and Self Regulation</li> <li>● Peer Tutoring</li> <li>● Collaboration</li> <li>● Connective Model Approaches (including the purchase of Power Maths</li> </ul>	<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><a href="https://mail.google.com/mail/u/0/#inbox/FMfcgzQXJtDNQRMxdkkggZrdltbflkVbh?projector=1&amp;messagePartId=0.1">https://mail.google.com/mail/u/0/#inbox/FMfcgzQXJtDNQRMxdkkggZrdltbflkVbh?projector=1&amp;messagePartId=0.1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	<p>1, 2, 3</p>

	<a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	
Develop a consistent school approach to retrieval practice.	<p>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.</p> <p>In all lessons, we use short retrieval sections such as 'Grammar Starters', 'ROCKs' or 'Quizlets'.</p>	1, 2
Purchase of NFER, No More Marking and STAR reading assessments (part of Accelerated Reader) Training for staff to ensure assessments are interpreted and administered correctly.	<p>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:</p> <p>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</p>	1, 2, 3

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA hrs to support Maths/Writing 4 hrs per week and interventions across ks1 and ks2 ; small group, 1:1 RWInc tutoring, extra reading intervention	EEF one to one tuition +5 EEF small group interventions +4 EEF teaching assistant interventions +4	1, 2
Work with RWInc to ensure Early reading and vocabulary development is outstanding and that Reception, KS1 make good or better progress	EEF one to one tuition +5 EEF small group interventions +4 EEF teaching assistant interventions +4	1, 2
Access to quality remote learning support; Google classroom, TTRS, Spelling Shed, White Rose, AR Reader books 2.0-3.0	EEF Homework +5 EEF- individualised instruction +4	1, 2

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

Budgeted cost: £1,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure access to wider curriculum offer from trust- outdoor programme and PE tournaments Swimming contribution First access music instruments Endelienta free creative workshops free	EEF arts participation +3 EEF outdoor learning adventure - EEF physical activity +1	3, 4
Contingency fund for acute issues. <b>£781.69</b>	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: £ 8,800**

## 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 most of our disadvantaged pupils (4/5, 80%) was in line with their peers (and in some cases exceeded) in key areas of the curriculum. Our 2024-25 aims:

Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	New PSHE programme embedded. Mental health and wellbeing support provided by Cornwall Mental Health Schools Team. Inclusion to all outdoor learning experiences and residential. Additional transition days for Y6 children.
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 RWInc training provided for new TA Star reader used to track attainment across terms. Further reading opportunities embedded into wider curriculum.
Accelerated progress in reading, writing and maths for disadvantaged children across the school.	CPD in maths on Inset days Autumn Term led by KS2 Phase Leader SATs Booster after-school club started Targeted interventions provided informed by class work and performance in PIRA, PUMA and GAPS assessments. Daily reading for lowest 20%, with extra time through additional volunteers in school for this

This details the impact on attainment that our pupil premium activity had on pupils in the year 2025 to-date

### Whole school PP attainment:

Subject exp+ PP	Summer 2025-5 children	Autumn 2024-5 children
Reading attainment	80%	75%
Writing attainment	60% GAPS 80% teacher assessment	75% 100% GAPS (KS2 PP children)
Maths attainment	58%	75%