

Pupil premium strategy statement - St Germans Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	39
Proportion (%) of pupil premium eligible pupils	9 pupils - 23%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Carly Passco
Pupil premium lead	Carly Passco
Governor / Trustee lead	June Jeffries

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,141.56
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£11,141.56

Part A: Pupil premium strategy plan

Statement of intent

St Germans Primary School is a small village school with 3 classes set in the very heart of the St Germans community. Set in beautiful surroundings with views across the River Tiddy and located centrally with great links to Torpoint, Saltash, Plymouth and surrounding areas.

Our 'Bring It!' vision requires us to ensure our pupils are excited by and fully engaged in their learning and school experience more widely. We support them to use their talents to create positive school memories with their friends that will remain with them for the rest of their lives. Our aim is to inspire a lifetime of adventure - we support children from all ages to become lifelong learners.

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.

We believe every single one of our children is valued and loved. Our pupils and their families are at the centre of our school and everything that we do is with their well-being and success in mind. We believe that we should work to include and nurture every child at our school, to ensure that their learning journey is exciting and challenging and allows them to discover what makes them unique and precious members of our school community. We encourage all of our children to work to the very best of their ability and offer an extensive range of stimulating experiences to allow every child access to an exciting and inspirational education.

Our intent is to positively advantage pupils who are disadvantaged. Through high-quality teaching, targeted support and a rich, values-driven curriculum, we aim to diminish the difference between disadvantaged pupils and their peers. Our strategy is founded on diagnostic assessment, strong relationships and evidence-informed practice. We know it is vital that all children are in school, on time, every day and learning ready. We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and wellbeing - encouraging them to try new things, take risks and develop a growth mindset.

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	Oral Language & Vocabulary: Assessments, observations, and discussions with pupils indicate some underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. This slows progress in reading comprehension and writing in Key Stage 2.
2	Mixed-Age Class Constraints: As a small school with mixed-age classes, ensuring targeted adaptations for disadvantaged pupils who are working below age-related expectations requires high ratios of adult support which is currently limited.
3	Extra Curricular and Residential Opportunities: Providing rich and varied in-school experiences and events for our disadvantaged pupils. Providing support for vulnerable families with support for trips, residential, ICT at home. This includes support from the Church and wider community.
4	Achievement: Maintain high academic outcomes for pupils who are disadvantaged. Focus: Year 4 multiplication timetables check.

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
<p>1. Oral Language & Vocabulary:</p> <p>Disadvantaged pupils make accelerated progress so that attainment, oracy, speaking and listening and later with reading and writing in KS2 is at least in line with, or above, national expectations by 2028.</p>	<ul style="list-style-type: none"> • Year-on-year increase in attainment for disadvantaged pupils. • Phonics outcomes for disadvantaged pupils remain above national average.

<p>2. Mixed-Age Class Constraints:</p> <p>Disadvantaged pupils have access to targeted adaptations and focussed interventions which helps to support their learning and their academic achievement.</p>	<ul style="list-style-type: none"> ● Disadvantages pupils will achieve in line with, or above national expectations despite small pupil and staff numbers. ● Adaptations become normal practice across the school. ● Children independently use resources available to them to support them with their activity.
<p>3. Extra Curricular and Residential Opportunities:</p> <p>For all disadvantaged pupils to have the same access to trips, events, residential, clubs and ICT equipment as their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> ● Disadvantaged pupils will take part in clubs, trips, events and residential. ● Use of PP funding and support from the church will ensure that all pupils have the same opportunities. ● ICT equipment is readily available for children who require it. This will also support blended learning.
<p>4. Achievement:</p> <p>All disadvantaged children will continue to achieve high academic outcomes in line with their peers and in line with National data.</p>	<ul style="list-style-type: none"> ● Children will achieve high outcomes in RWM. ● Children will achieve higher outcomes in the year 4 MTC. ● Interventions, adaptations and focussed support will support disadvantaged children in achieving high outcomes.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Oral Language & Vocabulary:</p>	<p>Strong oral language skills improve reading and writing outcomes. EEF: <i>Oral Language Interventions (+6 months)</i>.</p>	<p>1</p>

	Narrowed vocabulary gaps on entry to KS1; improved participation and collaboration in lessons.	
2. Mixed-Age Class Constraints:	High-quality teaching has the greatest impact on disadvantaged pupils. EEF: <i>Feedback (+6 months), Metacognition & Self-Regulation (+7 months)</i> . <i>CPD for staff to enable the teaching and planning of mixed age classes, EEF: Professional Development (+5 months)</i> . Improves sustainability of high-quality teaching. Mixed age classes deliver high outcomes for all pupils.	2
3. Extra Curricular and Residential Opportunities:	Participation and autonomy improve motivation and belonging. EEF links to <i>SEL (+4 months)</i> . Children's participation.	3
4. Achievement: Focus MTC	High-quality teaching has the greatest impact on disadvantaged pupils. EEF: <i>Feedback (+6 months), Metacognition & Self-Regulation (+7 months)</i> . <i>Number Sense</i> <i>Morning maths activities</i>	4

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

Budgeted cost: £11,141.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist-led intervention in EYFS/KS1	EEF: <i>Oral Language Interventions (+6 months)</i> enhance communication foundations and future attainment	1
Makaton training	Research (e.g., <i>Sheehy & Duffy</i>) shows that Makaton provides a "visual prompt" that helps children categorise and retrieve words faster.	1

	It is particularly effective for "tier 2" words	
Targeted vocabulary and oracy programme	Oral language and vocabulary development link strongly to later reading and writing success.	1
Targeted tutoring maths (number fluency (small-group and short-burst interventions)	Small group tuition can add +4 months progress. EEF: <i>Small Group Tuition (+4 months)</i> .	4
<i>Reading fluency groups using choral/echo reading strategies</i>	<i>EEF recommends fluency instruction as a route to comprehension</i>	1
Targeted tutoring in Maths focussing on number fluency (small-group and short-burst. Including the use of Number Sense.	Small group tuition can add +4 months progress. EEF: Small Group Tuition (+4 months).	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced enrichment, Experiences, cultural capital offer (trips, clubs, residential)	Participation in enrichment strengthens motivation and aspiration. Research on cultural capital and curriculum equity.	3
Subsidies for enrichment, including trips, clubs, music tuition and residential	Greater cultural capital improves curriculum access and aspiration	3

<p>Continuing Professional development for our staff.</p> <p>Working with colleagues across the Trust and supporting other schools with managing behaviour, expectations and academic achievement in mixed age classes.</p> <p>Planning teams that fit with a 2 or 4 year rolling programme.</p>	<p>Enthusiastic learners. Children want to achieve, setting high aspirations for themselves.</p> <p>Children reaching their full potential and being able to talk about their learning confidently.</p> <p>Children feeling confident in themselves.</p>	<p>2</p>
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Total budgeted cost: £11,141.56

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Performance

Performance of disadvantaged pupils was assessed using national assessment data, teacher assessments, formative assessment strategies, and internal tracking.

EYFS:

100% of disadvantaged pupils achieved a Good Level of Development in Reading, Writing and Maths This reflects strong early foundations for disadvantaged pupils.

Phonics (Year 1):

Outcomes for disadvantaged pupils were outstanding, with 100% meeting the expected standard. Targeted early reading interventions had significant positive impact.

Key Stage 1:

There were no PP children in year 2.

Key Stage 2:

100% of disadvantaged pupils achieved expected standard or higher in each of reading, writing and maths making this a very successful year for our disadvantaged children.

Overall, we need to continue to maintain this high percentage of all children achieving the expected standard or higher.

Wider Outcomes

Monitoring of behaviour, wellbeing, and enrichment participation through pastoral records, pupil voice, participation tracking and staff observation indicates:

- Increased participation by disadvantaged pupils in enrichment, clubs and trips
- Improved classroom engagement, through our Core Habits, and confidence for many
- Positive responses in pupil and parent voice surveys
- Strong data across the subjects, across the school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Number Sense	Number Sense Maths
RWI	Ruth Miskin
Times Tables Rockstars	Maths Circle Ltd
Accelerated Reader	Renaissance
Ed Shed	Education Shed Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year		
<p>St Germans Primary School currently has 4 pupils eligible for Service Pupil Premium funding. These children may experience additional emotional or social challenges linked to mobility, relocation, and parental deployment. Our approach aims to strengthen wellbeing, belonging and continuity of learning so that these pupils can flourish both academically and socially.</p> <p>How the funding is being used</p>		
Activity	Evidence/rationale (EEF / DfE)	Intended impact
Pastoral support and check-ins for pupils experiencing parental deployment	Children with deployed parents may face anxiety and emotional separation. EEF: <i>Social and Emotional Learning (+4 months)</i> .	Improved emotional security; strong relationships with trusted adults.
Enrichment and leadership opportunities to build confidence and a sense of identity within school	Belonging and participation boost engagement and resilience.	Pupils feel valued, connected, and confident in school life.
Monitoring of academic progress during transitions (ensuring learning is not	DfE evidence on Service children stresses importance of continuity across moves.	Service pupils maintain positive progress trajectories during transitions.

disrupted by school moves)

Integrated inclusion within nurture support when needed

SEL supports behaviour, wellbeing and engagement in learning.

Improved readiness to learn and sustained positive behaviour.

Celebration of Service family identity and links with local Armed Forces community

Best practice guidance emphasises recognition of unique strengths of Service children.

Increased pride, belonging and understanding from peers.

The impact of that spending on service pupil premium eligible pupils

How impact is assessed:

- Attendance and participation tracking
- Pupil voice and wellbeing surveys
- Teacher observations and pastoral logs
- Progress data at assessment points

Evaluation indicates that Service pupils at St Germans generally achieve well and demonstrate strong engagement in school life. The school remains committed to ensuring that any family transitions or deployments do not negatively impact emotional wellbeing or educational outcomes.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.