

St Barnabas Multi Academy Trust

Quethiock CE Primary School 2026-27

Pupil Premium Strategy Statement (2026/27 Academic Year)

This statement details our school's use of Pupil Premium funding for the 2026/27 academic year to improve the attainment, attendance, and wellbeing of our disadvantaged pupils. It outlines our pupil premium strategy, planned expenditure, and the impact of the previous year's spending.

School Overview

Detail	Data
School name	Quethiock CofE Primary School
Number of pupils in school	59 (inc Nursery)
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current strategy plan covers	2026–2028 (Year 1 of 3-Year Plan)
Date this statement was published	1st October 2026
Date on which it will be reviewed	1st September 2027
Statement authorised by	Tom Riggs (Executive Headteacher)
Pupil premium lead	Tom Riggs
Governor / Trustee lead	Ian Thompson

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,306
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year (2026/27)	£21,306

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Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils, regardless of background, socioeconomic context, or starting points, make rapid progress and achieve high academic and personal outcomes across all subject areas. Grounded in our commitment to equity, we ensure that vulnerable and disadvantaged children receive the targeted academic, emotional, and pastoral support necessary to thrive alongside their non-disadvantaged peers.

 Cornwall Council	"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".
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We consider the specific context of our small, rural Cornish setting, addressing potential barriers such as geographic isolation, digital risk, emotional health, and access to enrichment. High-quality classroom teaching sits at the core of our approach, backed by evidence from cognitive science and the Education Endowment Foundation (EEF).

To ensure our Pupil Premium strategy is highly effective, we:

- Early-identify academic, attendance, or emotional barriers and deploy timely, evidence-based interventions.
- Maintain high expectations for all disadvantaged pupils, refusing to dilute curriculum ambition.
- Integrate specialist mental health and emotional regulation support—including weekly visits from a Trauma-Informed Schools (TiS) Practitioner—to secure readiness for learning.
- Guarantee equal access to wider enrichment, wrap-around care, and outdoor learning opportunities.

Challenges

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

Challenge Number	Detail of Challenge
1	Early Reading & Phonics: Emerging vocabulary gaps and initial phonics retention requiring continuous, small-group consolidation in EYFS and Key Stage 1.
2	Writing & Complex Vocabulary: Developing vocabulary depth, stamina, and sentence structure in written communication among disadvantaged cohorts.

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3	Social, Emotional & Mental Health (SEMH): Emotional regulation and mental health needs following past disruptions, requiring specialised therapeutic intervention to maintain classroom engagement.
4	Digital Equity, Enrichment & Attendance: Digital access barriers for home learning, financial barriers to accessing wrap-around care and residential trips, and sustaining attendance equity above national benchmarks.

Intended Outcomes

This table sets out the outcomes we are aiming for by the end of our current strategy plan, and how we will measure their achievement:

Intended Outcome	Success Criteria
Sustain High Disadvantaged Attendance & Low Persistent Absence	* Disadvantaged attendance remains consistently above the national average (building on 95.6% in 2025/26). * Persistent Absence (PA) for disadvantaged pupils remains below the national average (building on 10.7% in 2025/26).
Maintain Accelerated Academic Progress & Narrow Attainment Gaps	* 100% of eligible disadvantaged pupils achieve Expected Standard in Reading, Writing, and Mathematics at Key Stage 2. * Disadvantaged pupils achieve age-related expectations and greater depth in line with or above national non-disadvantaged peers.
Eliminate the Digital Divide for Out-of-School Learning	* 100% of disadvantaged pupils have access to a dedicated personal Chromebook for use at school and home. * Disadvantaged pupils demonstrate active engagement with online homework, digital literacy platforms, and independent research tools.

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Strengthen Emotional Regulation & Classroom Inclusion	* Zero suspensions maintained across the school year. * Weekly TiS Practitioner sessions deliver measurable improvements in emotional regulation and engagement for targeted pupils.
Remove Financial Barriers to Enrichment & Wrap-Around Care	* 100% of disadvantaged pupils participate in residential visits, trips, and after-school clubs through a 50% subsidy. * Subsidised wrap-around care (8:00 am to 5:15 pm) ensures working families have access to childcare and breakfast provision.

Activity in this Academic Year (2026/27)

1. High-Quality Teaching (CPD, Curriculum & Resources)

Budgeted Cost: £6,500

Activity	Evidence that Supports This Approach	Challenges Addressed
Read Write Inc. (RWI) Phonics Programme: Subscription, updated decodable resources, and MAT specialist development days.	Systematic Synthetic Phonics (SSP) approaches have very strong evidence for accelerating early literacy, particularly for disadvantaged pupils (<i>EEF Phonics Guidance</i>).	1
Writing CPD & Pedagogy: Staff training on <i>Drawing Club</i> , <i>Curious Quests</i> , and cognitive load strategies for writing instruction.	Subject-specific CPD improves teacher effectiveness and accelerates vocabulary acquisition and writing stamina (<i>EEF Teaching & Learning Toolkit</i>).	2
TA Development & Staff Support: Targeted coaching for Teaching Assistants on adaptive classroom support.	Structured deployment of TAs to deliver high-quality classroom adaptations directly benefits pupils with additional needs (<i>EEF TA Guidance</i>).	1, 2

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2. Targeted Academic Support (Interventions, Digital Provision & Tutoring)

Budgeted Cost: £7,500

Activity	Evidence that Supports This Approach	Challenges Addressed
1:1 Personal Chromebook Device Provision: Dedicated Chromebook devices made available to all disadvantaged pupils for dual home and school use, ensuring seamless access to online learning platforms, homework software, and digital resources.	Providing 1:1 personal technology and digital access at home eliminates the digital divide, increases homework completion rates, and facilitates independent learning and research (<i>EEF Digital Technology Guidance</i>).	1, 2, 4
1:1 and Small-Group Phonics Interventions: Daily TA-led catch-up sessions for pupils behind age-related expectations.	Short, frequent 1:1 and small-group tuition delivers high impact for early reading fluency (<i>EEF Small Group Tuition</i>).	1
Targeted Writing & Oracy Interventions: Structured interventions focusing on sentence construction and oral rehearsal.	Oral language interventions and structured writing frames consistently narrow attainment gaps (<i>EEF Oral Language Guidance</i>).	2
1:1 Academic Catch-Up: Targeted core subject tutoring for disadvantaged pupils falling behind expected progress.	Targeted 1:1 tuition accelerates progress by addressing specific learning gaps rapidly (<i>EEF Tuition</i>).	1, 2

3. Wider Strategies (Pastoral, Emotional Wellbeing, Attendance & Enrichment)

Budgeted Cost: £7,306

Activity	Evidence that Supports This Approach	Challenges Addressed
Trauma-Informed Schools (TiS) Practitioner: Partial funding towards a weekly specialist TiS Practitioner visiting the school to deliver 1:1 therapeutic support and staff coaching.	Specialist trauma-informed and SEMH interventions improve self-regulation, attendance, and classroom engagement (<i>EEF Social & Emotional Learning</i>).	3, 4

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Attendance Monitoring & Early Family Engagement: Weekly data tracking, incentives, and multi-agency family support.	Proactive, supportive family engagement combined with clear attendance tracking reduces persistent absence (<i>EEF Parental Engagement</i>).	3, 4
Subsidised Wrap-Around Care & Breakfast Club: 50% subsidy for wrap-around care (8:00 am – 5:15 pm) and free breakfast access.	Accessible breakfast and childcare schemes improve morning punctuality, readiness to learn, and attendance.	3, 4
Enrichment & Residential Subsidies: 50% funding subsidy for residential trips, educational visits, and extra-curricular clubs.	Broadening life experiences and removing financial barriers builds resilience, social confidence, and engagement (<i>EEF Life Skills</i>).	4

Part B: Review of Outcomes in the Previous Academic Year (2025/26)

Pupil Premium Outcome & Impact Analysis

In 2025/26, the strategic deployment of Pupil Premium funding delivered outstanding outcomes for disadvantaged pupils across academic attainment, attendance equity, and behavioural inclusion:

- **Key Stage 2 Statutory Attainment (2026): 100% of disadvantaged (Pupil Premium) pupils achieved the Expected Standard in Reading, Writing, and Mathematics combined.** Whole-school KS2 Combined attainment reached **85%** (vs. 62% nationally), with 100% reaching Expected Standard in Reading and 37.5% achieving Greater Depth in Writing.
- **Early Literacy & EYFS Outcomes (2026): 90%** of EYFS pupils achieved a Good Level of Development (GLD) (vs. 68.3% nationally). **100%** of Year 1 pupils passed the Phonics Screening Check (vs. 81% nationally), confirming that early reading gaps were completely closed.
- **Disadvantaged Attendance Equity (2025/26 Validated Data):** Disadvantaged (FSM) attendance reached **95.6%**, performing significantly higher than the national average for disadvantaged pupils (~91.5%) and exceeding the whole-school average (95.3%).
- **Persistent Absence Reduction:** Persistent absence dropped to **10.7%**, performing substantially better than the national benchmark of 14.4%.
- **Behaviour & Inclusion Impact:** The school recorded **0 suspensions** across the 2025/26 academic year. Targeted pastoral support enabled the successful 100% full-time classroom reintegration of a highly vulnerable pupil.

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- **Enrichment Participation: 100%** of eligible disadvantaged pupils accessed residential visits, educational trips, and/or wrap-around care provision.