



Pupil premium strategy statement – Mabe 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	178
Proportion (%) of pupil premium eligible pupils	20%
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	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Andy Watkins
Pupil premium lead	Andy Watkins
Governor / Trustee lead	Stephen Lawrence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,263
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£44,263

Part A: Pupil premium strategy plan

Statement of intent

At **Mabe Primary School**, we *aim to be the best we can be*. Our aim is for every child to access a varied, inspiring and enriching curriculum that nurtures curiosity, builds confidence and unlocks each pupil's potential. We want all children to leave our school as passionate, resilient learners who are ready to embrace the opportunities of the future.

Our **Pupil Premium Strategy** is central to achieving this vision. It is designed to ensure that disadvantaged pupils are supported to achieve highly across the curriculum and to thrive both academically and personally. Guided by our key rules of '*Being Ready, Respectful and Safe*', we are committed to creating an environment where every child feels valued, supported and empowered to succeed.

We recognise the additional challenges faced by vulnerable pupils, including those with a social worker and young carers, and the actions within this statement are designed to meet their needs—whether or not they are formally identified as disadvantaged.

At the heart of our approach is **high-quality, targeted teaching**, particularly in areas where disadvantaged pupils require the most support. Evidence shows that this has the greatest impact in closing attainment gaps while also benefiting all pupils across the school.

Our strategy is **responsive, evidence-informed, and rooted in robust diagnostic assessment** rather than assumptions about disadvantage. The approaches we adopt complement and reinforce one another to ensure pupils make strong progress and develop the skills and attitudes they need for lifelong learning.

To ensure our strategy is effective, we will:

- Challenge and support disadvantaged pupils through ambitious, well-sequenced learning experiences;
- Intervene early when barriers to learning are identified;
- Embed a **whole-school culture of high expectations**, where all staff share responsibility for the progress and wellbeing of disadvantaged pupils;
- Promote our values of **Community, Cooperation, Commitment, Courage and Compassion** so that every child learns to value themselves and others, persist through challenges, and work collaboratively to achieve shared success.

In making provision for socially disadvantaged pupils, we recognise that disadvantage is not limited to those eligible for free school meals (FSM) or who have been eligible in the past six years. Equally, not all pupils who qualify for FSM experience disadvantage. We therefore allocate Pupil Premium funding to support any pupil or group of pupils identified by our school as being at risk of underachievement due to social disadvantage.

Through this collective commitment, we will ensure that every child at Mabe Primary School—regardless of background—has the opportunity to succeed, to believe in their potential, and to *‘Be the best they can be.’*

Challenges

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

Challenge number	Detail of challenge
1	Attendance Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. The number of persistently absent pupils has been very high over the last three years, reaching 20% in the academic year 2024 25.
2	Attainment Internal and external assessments indicate that attainment in core subjects among disadvantaged pupils is below that of non-disadvantaged pupils nationally at each data collection point.
3	Well-being and Personal Development Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a number of pupils with multiple ACES. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher and parent referrals for support and requests for help, remain relatively high.

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	2025	2026	2027
Challenge 1:	Attendance will improve and be closer to national average.			

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance of disadvantaged pupils will improve and be in line with non-disadvantaged pupils.			
	The percentage of pupils who are persistently absent from school will reduce.			
	The percentage of disadvantaged pupils who are persistently absent from school will reduce.			
	How: Attendance Lead and Champion to rigorously monitor and track attendance across the school and identify persistent absentees/lates. Welfare phone calls made by Attendance Champion to support parents/carers in addressing any barriers to attendance. Attendance team to attend CPD for new ideas and initiatives to improve attendance. Home visits and collection of children will be made as required. Teachers to promote good attendance through active use of their Class DoJo pages – getting children excited for the day ahead. Teachers to act as first port of call to parents where patterns of attendance are identified.			
Intended outcome	Success criteria	2025	2026	2027
Challenge 2: Improve attainment in core subjects for children deemed to be disadvantaged – closing gaps.	% of disadvantaged pupils achieving GLD will increase.			
	The gap between disadvantaged pupils and non-disadvantaged pupils will decrease by the end of KS1.			
	The gap between disadvantaged pupils and non-disadvantaged pupils will continue to decrease in end of KS2 national assessments.			
	How: Staff meetings will focus on all staff understanding the pedagogy behind the importance of retrieval practice. Retrieval practice opportunities will be evident and planned in for at the start of every lesson across the curriculum and will support retention of learning – regular repetition and practise of knowledge and skills across the curriculum. Focus on excellent teaching and learning, developing teaching principles. Introduce, implement and embed a set of Core Habits to establish excellent learning behaviours. Build Assessment Checkpoints into curriculum plans to ensure teaching meets need. Regular CPD attended by all staff. Careful consideration given to deployment of adults. Consider implementing an Inclusion Classroom for children with EHCPs to focus on foundational knowledge in core subjects.			

Intended outcome	Success criteria	2025	2026	2027
Challenge 3: Pupils will have the confidence, knowledge and cultural capital they need to succeed in life. This will be developed through a strong Personal Development Curriculum and a wide range of life experiences.	An excellent provision of trips and visitors planned to inspire and engage learning.			
	The percentage of disadvantaged pupils attending KS2 residentials will be in line with non-disadvantaged pupils.			
	Increase engagement with community events – music, sporting, town.			
	100% of disadvantaged pupils will attend all school trips.			
	Percentage of disadvantaged pupils attending extra-curricular activities will increase by 50%.			
	How: Subject Leads to build opportunities for trips and visitors into their curriculum planning and share this with staff through staff meeting CPD time. All residentials to be subsidised to keep costs low. Payment plans set up well in advance with timely communication to parents to allow for budgeting. The teaching of protected characteristics and British Values will be woven into our curriculum teaching (PSHE/Reading Spine) and ensure children have a secure knowledge and understanding of what these are. Undertake conferencing with pupils deemed to be disadvantaged to discuss extracurricular activities. In turn, this will increase club participation and engagement for our disadvantaged families.			

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)

Budgeted cost: £30,263

Challenge/Focus	Activity	Evidence that supports this approach
Low attainment of PP pupils at KS2 (combined ARE) 2,3	High-quality teaching for all through ongoing instructional coaching and professional development focused on adaptive teaching, effective feedback, and metacognition.	EEF: Quality of teaching is the strongest school-level factor in improving outcomes for disadvantaged pupils. Professional development that improves feedback and scaffolding has a high

Challenge/Focus	Activity	Evidence that supports this approach
		impact on progress (+7 months for feedback).
Consistency of practice across year groups 2	Investment in subject leadership and staff release time for collaborative planning and coaching support to ensure curriculum coherence and consistency.	EEF: Collaborative professional learning supports teacher efficacy and curriculum implementation. Ensuring consistent, well-sequenced teaching supports disadvantaged pupils' progress.
Retention and recruitment of high-quality teachers 2	Use of Pupil Premium to support mentoring for CPD for career progression for teachers supporting retention and improving motivation toward the furthering of careers.	DfE research and EEF findings indicate that mentoring and sustained professional development reduce staff turnover and raise pupil outcomes.
Reading and writing outcomes across KS1 and KS2 2,3	Embedding high-quality phonics, Talk4reading, and writing instruction through regular CPD, coaching, and monitoring.	EEF: Phonics (+5 months); Reading comprehension strategies (+6 months). Systematic teaching of reading and writing is particularly beneficial for disadvantaged learners.

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

Budgeted cost: £ 10,000

Challenge/Focus	Activity	Evidence that supports this approach
PP pupils not achieving combined ARE at the end of KS2 2,3	Targeted small-group interventions in reading, writing and maths delivered by experienced teachers and skilled TAs, guided by assessment data.	EEF: Small group tuition (+4 months) and One-to-one tuition (+5 months). Evidence shows structured, short-term support accelerates progress for disadvantaged pupils.
PP pupils not achieving combined ARE at the end of KS1 2,3	Early intervention in phonics and oral language development (e.g. use of Lang link for assessment of EYFS chd)	EEF: Phonics (+5 months) and Oral language interventions (+6 months). Early, structured teaching of language and phonics significantly improves later reading and writing outcomes.

Gaps in learning following absence or slower progress 2,3	Use of RWinc intervention and school-led tutoring to address identified gaps in learning.	EEF: Evidence from the National Tutoring Programme shows targeted tuition leads to accelerated progress, especially for disadvantaged pupils.
PP pupils needing support with key concepts or consolidation 2,3	Precision teaching and pre-teaching led by trained TAs to reinforce key skills in literacy and maths.	EEF: Teaching Assistant interventions (+4 months) are effective when structured and delivered with fidelity under teacher guidance.

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

Budgeted cost: £10,000

Challenge/Focus	Activity	Evidence that supports this approach
Attendance of PP pupils below national average 1,3	Dedicated time for the Attendance Lead to monitor, track, and follow up attendance concerns early, working closely with families. Any intervention developed through positive relationships with families	DfE (2022) <i>Working Together to Improve School Attendance</i> — early intervention, clear expectations, and consistent communication with families improve attendance outcomes for disadvantaged pupils.
Low attendance and punctuality impacting learning time 1,3	Breakfast and After-school club to support readiness to learn and improve punctuality.	EEF: <i>Behaviour interventions</i> and <i>Wider strategies to promote wellbeing</i> show improvements in attendance, concentration, and classroom engagement.
Social, emotional, and mental health needs affecting engagement and progress 1,3	Delivery of evidence-based wellbeing and emotional literacy interventions (e.g. use of outdoors to promote well-being – ‘Wild Tribe’)	EEF: <i>Social and emotional learning</i> (+4 months). Research indicates SEL programmes enhance relationships, self-management, and academic outcomes.
Limited participation of PP pupils in enrichment and leadership opportunities 1,3	Subsidised access to trips, clubs, music tuition, and enrichment activities to ensure equal participation and develop cultural capital.	EEF: <i>Arts participation</i> (+3 months) and <i>Outdoor adventure learning</i> (+4 months) contribute to improved motivation, confidence, and resilience, which support learning outcomes.
Home-school engagement barriers for some PP families 1,3	Strengthening parental engagement through workshops, targeted communication, pastoral support and regular Dojo communication.	EEF: <i>Parental engagement</i> (+4 months). Evidence shows improving home-school communication and supporting learning at home has a positive impact on attainment.

Total budgeted cost: £ 44,263

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS - % Achieving GLD (Number of Pupils / Total)			
	All Pupils	FSM	SEN
School	57.9% (11 / 19)	25% (1 / 4)	0% (0 / 4)
Trust	73.2%	57.4%	26.2%
National 23/24	67.7%	51.5%	19.7%

Phonics Y1 - % Pass (Number of Pupils / Total)			
	All Pupils	Disadvantaged	SEN
School	95.7% (22 / 23)	80% (4 / 5)	50% (1 / 2)
Trust	90.5%	84.4%	64.8%
National 23/24	80%	68%	44%

Key Stage 1 – % Achieving Expected Standard (Number of Pupils / Total)			
Reading	All Pupils	Disadvantaged	SEN
School	70.4% (19 / 27)	75% (3 / 4)	40% (2 / 5)
Trust	75.4%	57.4%	35.7%
Writing			
School	59.3% (16 / 27)	25% (1 / 4)	0% (0 / 5)
Trust	66.9%	47.3%	20.7%
Maths			
School	59.3% (16 / 27)	50% (2 / 4)	20% (1 / 5)

Trust	78%	65.5%	45.7%
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Phonics Y2 - Cumulative % Pass (Number of Pupils / Total)			
	All Pupils	Disadvantaged	SEN
School	96.3% (26 / 27)	100% (4 / 4)	80% (4 / 5)
Trust	95.2%	89.9%	78.6%
National 23/24	89%	82%	61%

Year 4 MTC – Average Score			
	All Pupils	Disadvantaged	SEN
School	23	24.3	20.1
Trust	22.1	20.8	18.4
National 23/24	20.6	18.3	15.9

Key Stage 2 – % Achieving Expected Standard (Number of Pupils / Total)			
Reading	All Pupils	Disadvantaged	SEN
School	63.6% (14 / 22)	42.9% (3 / 7)	25% (1 / 4)
Trust	78.8%	67.4%	59.4%
National 24/25	75%	63%	42%
Writing			
School	81.8% (18 / 22)	57.1% (4 / 7)	0% (0 / 4)
Trust	79.2%	64.7%	45.5%
National 24/25	72%	59%	32%
GPS			
School	77.3% (17 / 22)	42.9% (3 / 7)	0% (0 / 4)
Trust	77.1%	63.6%	52.1%

National 24/25	73%	60%	36%
Maths			
School	72.7% (16 / 22)	42.9% (3 / 7)	0% (0 / 4)
Trust	77.8%	61.5%	53.3%
National 24/25	74%	61%	40%
RWM Combined			
School	59.1% (13 / 22)	28.6% (2 / 7)	0% (0 / 4)
Trust	66.1%	49.7%	37.6%
National 24/25	62%	47%	24%

July 2025 Review

Challenge 1: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Attendance rose by 4% last year and the gap between vulnerable groups decreased. The % of children persistently absent decreased by over 10%.

Challenge 2: Improved oral language skills and vocabulary among disadvantaged pupils.

Monitoring demonstrates how the teaching of oracy is embedded across the school. Children are becoming much more confident speakers.

The teaching of vocabulary has been adapted in-line with research. Monitoring demonstrates that this is consistent in every class.

Challenge 3: Improve attainment in core subjects for children deemed to be disadvantaged – closing gaps.

Data above shows that our disadvantaged pupils are, on the whole, achieving well. Focus is still required to further improve outcomes at the end of EYFS and in the Y4 Multiplication Check.

We are especially proud of the outcomes for disadvantaged pupils in phonics and end of KS2 where our disadvantaged pupils out-performed national measures.

Challenge 4: Pupils will have the confidence, knowledge and cultural capital they need to succeed in life. This will be developed through a strong Personal Development Curriculum and a wide range of life experiences.

Subject Leads had dedicated time to review curriculums and build in enrichment opportunities utilising our local area, visitors and wider experiences.

Highlights from the last academic year include; a whole school trip to the pantomime at Christmas, every class visited the Art gallery for workshops, a new 1-night residential for our Y4 pupils and a visit to the Tate Gallery.

Challenge 5: Wellbeing - Support the personal, social, and emotional development of our children, ensuring pupils are emotionally ready to learn.

There was a high number of suspensions in the last academic year whilst we embedded out new vision, values and behaviour policy. A nurture class provision was required for 10 children to build their emotional literacy and support their reintegration into their mainstream classes – this was successful.

Staff CPD on thresholding and the school's work with the Parent Engagement Framework is building momentum with our SEMH work and pastoral outreach.

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
Get Set 4 PE membership	Get Set for PE
Penryn Partnership (sports-link)	Penryn College
Jigsaw PSHE/RE	Jigsaw PSHE & RE
Infant Language Link	Speech Link Multimedia 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
The impact of that spending on service pupil premium eligible pupils

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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.