



St Merryn School Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Merryn School
Number of pupils in school	107 (YR-6) 12 (Nursery)
Proportion (%) of pupil premium eligible pupils	11.3% (13 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Three Year Plan (2025-2028)
Date this statement was published	Autumn 2025 (published September 2025)
Date on which it will be reviewed	September 2026 September 2027 September 2028
Statement authorised by	Kyja King
Pupil premium lead	Kyja King
Governor / Trustee lead	Nicola Soden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,370
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	£19,370



Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use our Pupil Premium allocation to improve outcomes for all of our disadvantaged pupils, ensuring that their backgrounds or personal circumstances do not present a barrier to success. This commitment reflects our mission, **“Bright Futures built on Firm Foundations,”** and underpins all aspects of our work at St Merryn School.

Our Pupil Premium strategy is rooted in our core shared values of **Kindness, Courage and Curiosity**. We believe that by nurturing these values, pupils are supported not only to achieve academically, but also to develop confidence in themselves, positive relationships with others and a genuine love of learning. Through a culture of kindness, pupils feel safe, valued and supported; through courage, they learn to persevere and face challenges with resilience; and through curiosity, they are encouraged to ask questions, explore ideas and deepen their understanding of the world around them.

Guided by our school philosophy — **“Dream Big, Act Now, Never Give Up, You’re Amazing!”** — we hold high aspirations for every disadvantaged pupil. We work proactively to remove barriers to learning, acting swiftly to provide targeted support and enrichment where needed. Our approach recognises pupils’ strengths and potential, ensuring they develop the self-belief, motivation and emotional resilience needed to overcome obstacles and achieve their goals.

When children leave St Merryn in Year 6, we want them to be well-rounded citizens, equipped with strong foundations for the next stage of their journey. Through our Pupil Premium provision, we ensure that disadvantaged pupils have equal access to opportunities that build cultural capital, broaden life experiences and create memories that last a lifetime. They leave us with excellent knowledge to draw upon, positive attitudes to learning, and the resilience to thrive in an ever-changing world.

By placing disadvantaged pupils at the forefront of everything we do — in planning, provision and evaluation — we ensure that support is purposeful, responsive and impactful. In doing so, we remain true to our mission, values and philosophy, and steadfast in our commitment to ensuring that no child slips through the net.

Challenges

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

Challenge	Detail of challenge
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number	
1.	Key Skills Achievement: Gaps in reading, writing (particularly handwriting and spelling), and recall of number facts can limit access to the wider curriculum.
2.	Low Social and Communication Skills: Some pupils enter school with underdeveloped oracy, confidence and vocabulary, affecting their ability to express ideas and collaborate.
3.	Social, Emotional and Mental Health (SEMH) Needs: Challenges in emotional regulation and resilience impact readiness to learn and relationships with others.
4.	Low Literacy and Language Development on Entry to EYFS: Limited early vocabulary and phonological awareness hinder early reading and writing progress.
5.	Limited Cultural Capital and Enrichment Opportunities: Some pupils have fewer experiences beyond their local community, which can narrow aspirations and understanding of the wider world
6.	Lower Attendance and Punctuality Among Some Disadvantaged Pupils: Irregular attendance can disrupt learning continuity and reduce access to interventions and enrichment opportunities.

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. Achievement:</p> <p>Disadvantaged pupils make accelerated progress so that attainment in reading, writing and maths 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 in RWM combined. • Phonics outcomes for disadvantaged pupils remain above national average. • Diminished gap between disadvantaged and non-disadvantaged pupils in teacher assessments and national benchmarks.



<p>2. Readiness to Learn:</p> <p>Pupils develop confidence, resilience and positive relationships, underpinned by the school's Christian values of Courage, Peace, Thankfulness, Trust, Compassion and Hope.</p>	<ul style="list-style-type: none"> • SEMH assessments and pupil voice indicate improved wellbeing and engagement. • Behaviour incidents involving disadvantaged pupils reduce year-on-year. • Pupils demonstrate increased independence, perseverance and self-regulation in learning.
<p>3. Early Foundations</p> <p>Language and literacy gaps narrow significantly by the end of EYFS, enabling all children to access the full curriculum in Key Stage 1.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils in EYFS meet or exceed national expectations in Communication and Language and Literacy ELGs. • Internal tracking shows accelerated progress from low starting points in speech and language development. • Improved transition outcomes between EYFS and Year 1.
<p>4. Communication, Belonging and Enrichment.</p> <p>Every disadvantaged child is known, valued and heard — with improved oracy, social skills, attendance, and participation in enrichment and leadership opportunities.</p>	<ul style="list-style-type: none"> • Attendance for disadvantaged pupils rises to 95%+ with improved punctuality. • Increased participation of disadvantaged pupils in clubs, trips, and leadership roles. • Stronger oracy outcomes and pupil confidence evident through class discussions, performances and pupil voice surveys. • Disadvantaged pupils show improved sense of belonging and pride in their achievements.



Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to use Accelerated Reader to promote reading for pleasure for disadvantaged pupils, strengthen vocabulary development and enable more robust monitoring of progress, supported through further whole-staff CPD and training.	Reading comprehension strategies are high impact on average EEF: Feedback (+7 months). Alongside phonics this is a crucial part of early reading instruction. <i>Package cost:</i> £5,210.28 (3 years subscription) £1447.30 (1 year subscription)	Improved attainment and progress in RWM; increased independence and confidence in learning. (Challenges: 2, 3)
Embedding adaptive teaching across the curriculum	High-quality teaching has the greatest impact on disadvantaged pupils. EEF: <i>Feedback (+6 months), Metacognition & Self-Regulation (+7 months).</i>	Improved attainment and progress in RWM; increased independence and confidence in learning. (Challenges: 1, 2, 3)
Strengthening early reading - RWI phonics and Language Link programmes	Systematic phonics improves early reading success. EEF: <i>Phonics (+5 months).</i> <i>RWI Portal Cost:</i> £1200.00 per year	Improved reading accuracy and fluency; phonics outcomes above national. (Challenges: 1, 4)
Ongoing CPD programme focused on adaptive teaching, feedback and	EEF: <i>Feedback (+6 months)</i> and <i>Metacognition & Self-Regulation (+7 months)</i> are among the highest impact strategies to raise attainment,	(Challenges 1,2,3)



metacognition	especially for disadvantaged pupils	
Recruitment, retention and development of high-quality teaching staff including coaching and leadership pathways	EEF: <i>Professional Development (+5 months)</i> leads to more effective, consistent teaching; high staff stability supports long-term outcomes and relationships	(Challenges 1,2,3)
Precision teaching to improve spelling and handwriting fluency (RWI, Spelling / Letterjoin)	Focused TA-led interventions support rapid skill improvement. EEF: <i>Teaching Assistant Interventions (+4 months)</i> .	Improved writing stamina and spelling accuracy; increased confidence in writing. (Challenges: 1)
Speech, language and communication development programmes in EYFS and KS1	Strong oral language skills improve reading and writing outcomes. EEF: <i>Oral Language Interventions (+6 months)</i> .	Narrowed vocabulary gaps on entry to KS1; improved participation and collaboration in lessons. (Challenges: 2, 4)
Highly adapted provision and emotional literacy support	SEL improves behaviour, attitudes and learning. EEF: <i>Social & Emotional Learning (+4 months)</i> .	Improved self-regulation and engagement; reduction in behaviour incidents; positive relationships. (Challenges: 2, 3)
Leadership opportunities and pupil voice roles for disadvantaged pupils	Participation and autonomy improve motivation and belonging. EEF links to <i>SEL (+4 months)</i> .	Improved confidence, engagement and sense of belonging; pupils articulate pride in learning. (Challenges: 2, 5)



Ongoing CPD including trauma informed practice and instructional coaching	EEF: <i>Professional Development (+5 months)</i> . Improves sustainability of high-quality teaching.	Consistent, evidence informed teaching practice; strengthened culture of high expectations for all. (<i>Challenges: 1, 2, 3</i>)
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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
Targeted tutoring in reading, writing and number fluency (small group and short-burst interventions)	Small group tuition can add +4 months progress. EEF: <i>Small Group Tuition (+4 months)</i> .	1,4
1:1 tutoring to accelerate reading fluency for lowest 20%	Individualised instruction improves decoding/fluency. EEF: <i>Reading Comprehension Strategies (+6 months)</i>	1,4
Speech and Language Therapist-led intervention in EYFS/KS1	EEF: <i>Oral Language Interventions (+6 months)</i> enhance communication foundations and future attainment	2,4
Handwriting and fine motor development groups	Improving transcription skills has a positive impact on writing stamina and quality (<i>EEF Literacy KS2 Guidance</i>).	1
Reading fluency groups using choral/echo reading strategies	EEF recommends fluency instruction as a route to comprehension improvement.	1,4



Use of diagnostic assessment to identify and close key gaps	Frequent assessment enables precision teaching and reduces later intervention (<i>EEF Implementation Guidance</i>).	1,2,4
Targeted vocabulary and oracy programme	Oral language and vocabulary development link strongly to later reading and writing success.	2,4

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

Budgeted cost: £4,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance mentoring and family support for identified pupils.	Close pastoral support for families improves attendance. DfE evidence informed framework. KL Attendance strategy in place.	3,6
Active play and structured lunchtime support (sport and play leaders, prefects)	Physical and social activity strengthens wellbeing and relationships	2,3
Worship and values driven programmes that celebrate Kindness, Courage & Curiosity	Reinforces mattering, belonging and becoming – improving moral development and emotional safety	2,3
Enhanced enrichment, experiences beyond the direct local area and cultural capital offer (trips, clubs, residential)	Participation in enrichment strengthens motivation and aspiration. Research on cultural capital and curriculum equity.	2,5



Subsidies for enrichment, including trips, clubs, music tuition and residentials (40%)	Greater cultural capital improves curriculum access and aspiration	2,5
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Total budgeted cost: £19,370



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 (reviewed Autumn 2025)

During the 2024–2025 academic year, Pupil Premium funding was used effectively to address identified barriers to learning and wellbeing, with a strong focus on supporting the social, emotional and academic needs of disadvantaged pupils. Our priority was to ensure that all disadvantaged children felt safe, supported and ready to learn within a trauma-informed environment. All staff were trained in Trauma Informed Schools (TIS) approaches, with two qualified TIS practitioners providing targeted support and regular check-ins for disadvantaged pupils. This was further strengthened through the introduction of an Emotional Support Advisor, working closely with both pupils and families.

Targeted academic support remained a key focus. High-quality phonics provision, underpinned by Ruth Miskin Read Write Inc training and regular assessment, ensured that pupils who were falling behind received timely and effective intervention. Disadvantaged pupils in Year 6 benefited from additional catch-up sessions in reading, writing and maths to support them in achieving age-related expectations. The use of high-quality texts and structured approaches to reading across the school continued to foster a love of reading and contributed to strong phonics outcomes, particularly in Key Stage 1.

Wider strategies had a positive impact on engagement, wellbeing and inclusion. Disadvantaged pupils were supported to access extracurricular activities, clubs and enrichment experiences, including lunchtime provision for pupils travelling by taxi. Nurture sessions, RSHE provision through Jigsaw, and the use of sensory and therapeutic resources further supported pupils' emotional regulation and personal development. Attendance continued to be closely monitored by senior leaders, with high expectations communicated clearly to pupils and families.

Overall, the impact of Pupil Premium funding ensured that disadvantaged pupils were well supported academically, emotionally and socially, enabling them to make progress, build resilience and remain fully included in all aspects of school life.



Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Language Link	Speech Link
TTRock Stars/Numbots	Maths circle
Jigsaw	Jigsaw PSHE Ltd
Accelerated Reader	Renaissance
TIS training	Trauma Informed Schools UK