

Mawgan-in-Pydar Academy Pupil Premium Strategy Statement 2025 – 26

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	Mawgan-in-Pydar Academy
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	19%
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended)	Autumn 2024 – Autumn 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Craig Hayes
Pupil premium lead	De Carden
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,025
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£23,025

Part A: Pupil premium strategy plan

Statement of intent

At Mawgan-in-Pydar Academy, our Pupil Premium strategy is built around the belief that every child deserves the opportunity to thrive and achieve their personal best. We are committed to removing barriers to learning and ensuring all pupils are supported academically, socially, and emotionally.

Our approach focuses on three key priorities:

Understanding Every Child: We ensure that every PP child in the school is known and understood as an individual. By identifying their personal needs and strengths, we provide targeted support that enables them to thrive both in learning and in life.

Reading for Life: We are dedicated to improving reading so that we improve children's prospects in life. Developing confident, fluent readers opens doors to future success, builds self-belief, and supports learning across all subjects.

Quality Teaching to Narrow the Gap: High-quality, inclusive teaching is at the heart of our approach. Through careful monitoring, timely intervention, and well-trained staff, we aim to narrow the attainment gap and ensure disadvantaged pupils make strong progress alongside their peers.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment in reading, writing and maths – regular opportunities for reading and making progress in phonics in KS1 and KS2
2	High attaining pupils need to continue to maintain and accelerate good progress to ensure they achieve GDS
3	Attendance and punctuality
4	More frequent behavioural support required due to high levels of emotional need to ensure pupils are ready to learn
5	Cultural capital – breadth of experiences & low aspirations and expectations

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
Consistent, sustained and accelerated progress in Phonics. Reading, Writing and Maths	PP children make the same progress as non - PP children. A higher % of PP children achieve the expected standard in RWM by the end of KS2
Additional support for individual pupils and small groups, to ensure gaps in learning are addressed. Pupils who are disadvantaged in more than one area (eg: SEND, EBD, SEMH, EAL) are monitored closely and receive additional support	Progress is accelerated and the gap between PP and non-PP pupils is reduced or closed
High attaining pupils need to continue to maintain and accelerate good progress to ensure more PP children continue to reach GDS	A higher % of PP children achieve GDS in RWM by the end of KS2
Attendance is consistent, regular and sustained	Attendance is at or above 96%
SEMH needs identified and supported through whole school TIS approach and targeted interventions such as Sand/Lego therapy and Draw and Talk,	Boxall Profile scores improved and pupils demonstrate increased engagement in learning to improve progress rates
Raised aspirations and expectations from all stakeholders	Families feel well supported and invested in their child's education Pupils feel a sense of achievement and have future aspirations through equality of access for all children and development of cultural capital through access to a rich and vibrant curriculum

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: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued training in validated phonics scheme – Little Wandle - ensures that phonics is delivered with fidelity and consistency and is monitored closely. Pupils making below expected progress are identified in target setting meetings. Purchase of resources to ensure that all sessions have correct provision. Purchase of new reading books for follow on from LW – LW Fluency into Y4 & sustained focus on reading comprehension strategies through the school. Continued investment in reading books matched closely to phonics scheme.</p>	<p>EEF -phonics has high impact for very low cost, based on very extensive evidence - +5 months</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Phonics EEF</p> <p>EEF/Tim Shanahan (2019) – Reading fluency is vital to ensure academic success – 80% of curriculum is based on reading</p> <p>Oral Reading Fluency Shanahan on Literacy</p> <p>Reading Comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Reading comprehension strategies EEF</p>	1, 2
<p>All pupils have access to quality first teaching. Regular CPD for all staff.</p>	<p>Large body of research evidences that quality first teaching has a major impact on pupils' progress and has the most impact on the most disadvantaged pupils, including from EEF.</p> <ol style="list-style-type: none"> 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) 2. EEF blog: 'Five-a-day' to improve SEND outcomes EEF (educationendowmentfoundation.org.uk) 	1, 2, 5

Upskill support staff with appropriate approaches and pedagogy to teaching interventions.	EEF research on support staff delivering targeted interventions in 1-1 or small group settings shows a consistent impact on attainment of approximately 3-4 additional months progress. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	1, 2, 4
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted correctly, including the use of Insight.	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.	1, 2
Focus on transcription – investment in Morrells Handwriting for whole school	Robust teaching and interventions will improve the fluency of handwriting in EYFS and Y1 and Y2. This will enable more swift progress as children are more able to concentrate on composition, spelling, grammar and punctuation.	

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue development of use of EexRec to ensure use of language and communication support is sustained through the year, with focus on developing vocabulary	EEF, OfSTED and Sir John Dunmore have all identified this as a high impact low cost strategy. EEF noted that those starting school recently needed more support with communication and language development. Communication and language approaches typically have a very high impact and increase young children's learning by seven months. Oral language interventions EEF Communication and language approaches EEF	1, 2

Take part in Maths Hub and cascade learning back to school	Early numeracy approaches typically increase children's learning by about seven months - EEF.	1, 2
Purchase of Winning With Numbers	Winning With Numbers provides access to a structured and systematic programme that ensures every child acquires number knowledge Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)	
Additional small group support for pupils in Years 5 and 6 to ensure they are 'secondary ready' in conjunction with our feeder secondary schools	EEF states that transition is especially important for pupils with SEND and those from disadvantaged backgrounds. The research is clear that these groups are most at-risk of a decline in educational outcomes following the transition to secondary school.	1, 2, 5
Additional phonics/reading sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with Little Wandle	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. Phonics EEF	1, 2
Targeted, high quality, purposeful, focussed and personal support for identified pupils both academically and SEMH	EEF state that high quality 1-1 support that is purposeful and focussed has a high impact on raising attainment.	1, 2, 5

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

Budgeted cost: £4,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to use the TIS approach within school to meet SEMH needs of children. Support high levels of engagement with learning and positive outcomes. Provide specific support/interventions to support pupil wellbeing and develop social and interaction skills (Sand therapy, Draw and Talk, ELSA, Time to Talk).	TISUK's training is highlighted in the DfE Advice to Schools: Mental Health and Behaviour in Schools as supporting and promoting positive mental health. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3
Work with allocated Educational Mental Health Practitioner (EMHP) from the NHS Mental Health Support Team.	In 2017, the Government published its Green Paper for Transforming children and young people's mental health, which detailed proposals for expanding access to mental health care for children and young people, building on the national NHS transformation programme. The proposals were focused on providing additional support through schools and colleges and reducing waiting times for treatment. The Department of Health and Social Care and the Department for Education published its Response to the Children and Young People's Mental Health Green Paper Consultation.	3
Use of We Thinkers	This programme helps children build foundational social competencies and essential life skills through stories, lessons and play activities. The programme helps better understanding of self and others, develops self-awareness, perspective taking, social problem solving and supports social-emotional learning, relationship building, classroom learning and academic performance. Social and emotional learning EEF	3
Regular identification of pupils whose	EEF states that pupil premium can be spent on non-academic interventions	4

attendance is falling below 96%. Support provided for families with low attendance, working with the Trust's Attendance Team and external agencies.	<p>such as improving attendance, as these are often vital in boosting attainment. This is particularly important now, given the impact of Covid-19.</p> <p>EEF Guidance – Attendance Interventions – March 2022</p> <p><u>Working together to improve school attendance - GOV.UK (www.gov.uk)</u></p>	
Continue to enhance pupils' cultural capital by providing a broad, balanced and carefully sequenced curriculum with a breadth of experiences.	<p>EEF evidences the positive impact on wellbeing of outdoor and enrichment activities.</p> <p>"The essential knowledge that children need to be educated citizens". (Ofsted EY Handbook). "Cultural Capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education". (DfE, Early Years Inspection Handbook).</p>	5

Total budgeted cost: £23, 025

Part B: Review of outcomes in the previous academic year

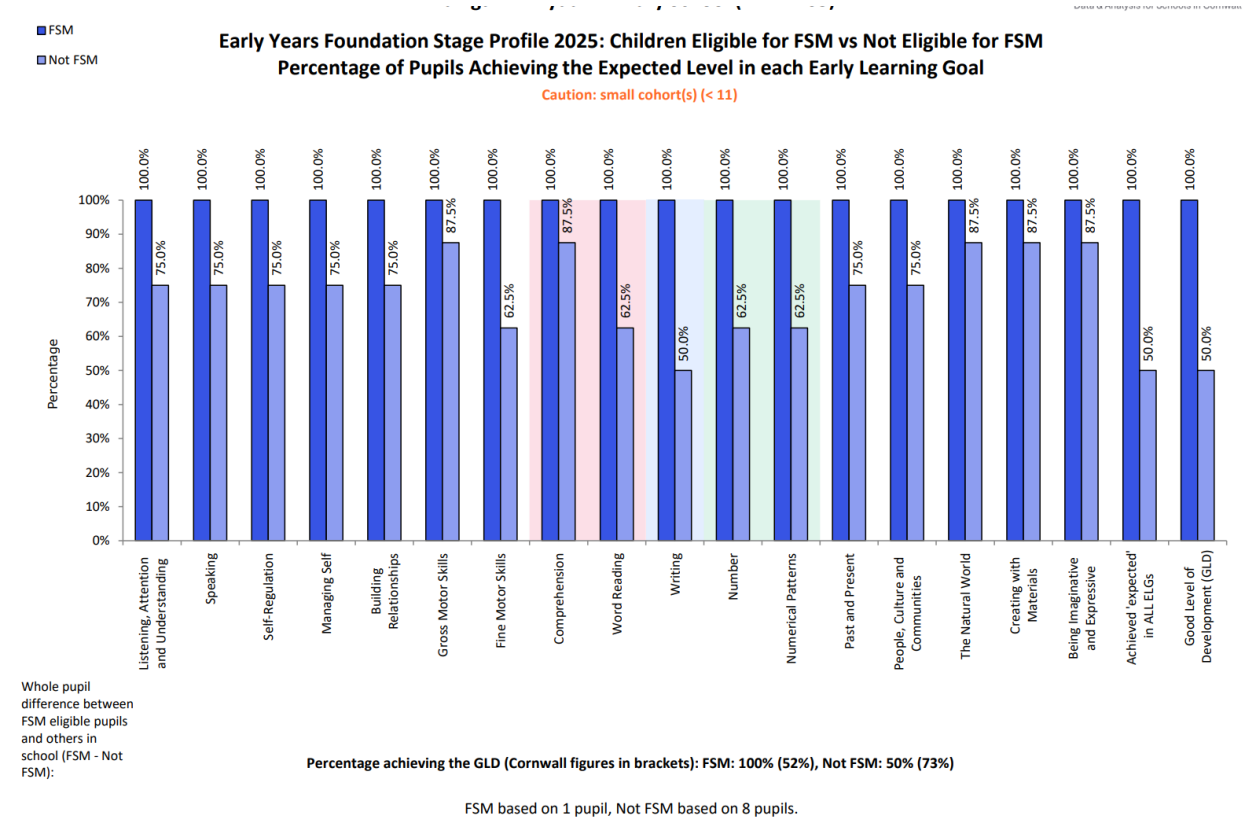
Outcomes for disadvantaged pupils

Early Years Foundation Stage Profile Summer 2025

Our Pupil Premium results continue to be very cohort specific as we have statistically insignificant numbers of pupil premium eligible children in each year group. This does not prevent us, however, from focussing on ensuring that these children are given the best possible start to their educations.

An analysis of the data identifies that we must continue to monitor pupil premium children on an individual basis in 2025-2026, in order to ensure that the gap between progress of pupil premium children and non-pupil premium children is narrowed. Pupil premium children’s progress, academically, emotionally and socially, is monitored closely by all staff to ensure timely intervention is given when necessary.

Summer 2025 Results



EYFS GLD – 1 Pupil

GLD	100%
-----	------

Phonics Screening Check Y1 Summer 2025

Phonics Screening Check – 4 pupils	
Subject	32+
PSC	75%

Phonics Screening Check Y2 re-takes Summer 2025 – 3 pupils

NB: 3 pupils joined at end of YR with no prior schooling

Phonics Screening Check Year 2 Cumulative – 3 pupils	
Subject	32+
PSC	33%

Key Stage One Assessments – Summer 2025

NB: 3 pupils joined at end of YR with no prior schooling

KS1 Assessments – 3 pupils			
Subject	PKF/WTS	EXS	GDS
Reading	100%	0%	0%
Writing	100%	0%	0%
Maths	67%	33%	0%

Key Stage Two Assessments – Summer 2025 – 3 Pupils

Subject	PKF	WTS	EXS+	GDS	National PP EXS+
Reading	0%	33%	67%	67%	63%
Writing	0%	33%	67%	33%	58%
GPS	0%	33%	67%	33%	61%
Maths	0%	33%	67%	33%	60%

Attendance for Disadvantaged group 24/25: 95.7% compared to attendance for non-disadvantaged group: 94.6%

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
SCARF - PSHE Scheme	Coram Life Education
Motional	Steps Along the Way Ltd
Trauma Informed Schools	TISUK
Renaissance Learning - Reading	Renaissance Learning, Inc
Number Sense Facts	Number Sense Learning Ltd
TT Rockstars	Maths Circle Ltd
RWI Online – Oxford Owl	OUP
White Rose Maths Premium	White Rose
EExREC Baseline Assessment & Beyond Baseline Assessment Tools	Early Excellence

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>This was spent on extra-curricular activities including breakfast and after school club, personalised support where required and a named person as contact.</p> <p>The SPP is there for schools to provide mainly pastoral support for service children.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>2 pupils (1-SEN): 1 - 100% achieved EXS+ in RWM end of KS2. Attendance for Services group 24/25: 94.7%.</p>

Further information (optional)