



Pupil premium strategy statement – Marazion School

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	99
Proportion (%) of pupil premium eligible pupils	35.4%
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	8.12.2025
Date on which it will be reviewed	1.9.2026
Statement authorised by	Chris Coyle-Chislett
Pupil premium lead	Chris Coyle-Chislett
Governor / Trustee lead	Caroline Peers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,995
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>	£49,995



Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium strategy is rooted in the knowledge that all children, regardless of their background, starting point, or circumstance, deserve access to exceptional educational opportunities and the strongest foundations for future success. We know that disadvantage is complex and cannot be defined solely by eligibility for Pupil Premium funding. Not all children who are eligible for the grant experience disadvantage and, similarly, many disadvantaged pupils do not meet the criteria for funding. Our approach, therefore, ensures that need is identified through a nuanced understanding of each child and their context.

We aim to use Pupil Premium funding to remove barriers to learning, widen opportunities, and ensure that every pupil thrives both academically and personally. Our work is built upon a deep commitment to early adaptation, high-quality teaching, and targeted, evidence-informed support that improves long-term outcomes.

Reading has the power to unlock learning and opportunities for all. This is particularly important for under-resourced pupils, opening the door to new worlds, ideas and people. The teaching of reading and application of these skills are core to our offer and we are committed to empowering every child to read fluently, with good understanding, allowing access to the breadth of our curriculum. By delivering high-quality CPPD and resources to all staff, we will ensure that pupils receive quality-first teaching and targeted intervention to quickly overcome any gaps in learning.

Our strategy also focuses upon the development of strong community engagement and support networks. We know that educational success is strengthened when families, schools, and wider community partners work together. By building trusting relationships, especially with families facing socio-economic pressures, we forge a collaborative culture where children feel supported, understood and believed in. Through community-led support, carefully designed pastoral structures, and a commitment to inclusion, we seek to empower families and enhance the wider conditions that enable pupils to flourish.

Equity of opportunity is central to our work at Marazion. By fostering aspiration, nurturing strengths, and removing barriers, we commit to giving every child the best possible start and to narrowing both the attainment and opportunity gaps within our school community.



Challenges

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

Challenge number	Detail of challenge
1	Many of our disadvantaged learners have less access to a broad and varied vocabulary by the time they start school. Speech, language and communication needs are more prevalent amongst our pupils in receipt of Pupil Premium.
2	Attendance and punctuality are significantly less consistent for our disadvantaged pupils than their peers.
3	Disadvantaged pupils at Marazion typically take longer to progress through the phonics programme. This negatively impacts their development as readers.
4	Disadvantaged pupils at Marazion are more likely to experience Social, Emotional and Mental Health challenges.
5	A number of our under-resourced families struggle to fund additional school activities, clothing and associated resources.
6	Many of our children and families face multiple impacts of disadvantage. In order to narrow or eliminate the disadvantage gap, the work required is greater than that within the scope of the school working alone.

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
Reduce and mitigate against the word gap between disadvantaged pupils and their peers.	Discrete vocabulary instruction alongside oracy-rich quality-first teaching. Early engagement with families enhances opportunities to read and share a love of language at home.
Ensure that all speech and language needs are swiftly addressed with timely and well-planned intervention.	All children arriving at Marazion with speech and language needs are given the rapid support they need.
Enable every child to benefit from being in school on time every day unless in exceptional circumstances.	Overall attendance, unauthorised absence and punctuality measures are at least in line with peers not in receipt of PP.



High-quality systematic synthetic phonics programme is delivered with fidelity to all in need, including those not yet proficiently reading in KS2.	Children not yet working at age related expectations are provided focused support that closes the gap in their reading competence. Close and tailored working with families ensures that our most vulnerable readers read the most at home.
All staff are relationally informed, with additional adults deployed strategically to support emotionally vulnerable pupils where needed. School-based counselling is offered to those most in need.	All children in need can access the support of trauma-informed, neuro-affirming adults. Those pupils most in need access regular counselling and emotional support from school staff.
Partnering with Sponsorstars charity provides our most financially vulnerable families access to financial support for school-related additional costs. Small subsidy fund is available for families in desperate need.	Cost is never a barrier to taking part in a school-led activity. Under-resourced households access financial support for school-related resources.
Improved links and shared working between the school and wider community organisations and parents will support families in a wider capacity than can be achieved within the school individually which in turn will impact positively on outcomes.	All families feel well-connected to the school and our broader community. The school contributes to support systems which adapt and evolve to meet the needs of all in our community.

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: £ 2275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	EEF research found that using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium Clear programme of support and development to ensure all staff deliver quality first teaching in every lesson.	3, 2
Series of training for all staff on the PACE approach and relational	https://pacetraining.co.uk/the-pace-model/ https://www.trauma-informed.uk/images/PACE_.pdf	4, 2



<p>practice, including in relation to neurodivergence.</p>	<p>Trauma Informed Schools UK finds that the PACE approach can bring transformational change to some of our most vulnerable children.</p> <p>The PINS project identifies that many neurodivergent children struggle with miscommunication which can lead to anxiety and shame. It recommends a whole-school approach to understanding neurodiversity.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £38,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured interventions led by skilled Teaching Assistants working in support of class-teacher input, targeting gaps in understanding.</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p> <p><i>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months'. The EEF is clear that this is only effective when backed up by structured support and training.</i></p>	<p>1, 3</p>
<p>Targeted interventions for speech and language, directed by Clair Roberts – Speech and Language Therapist.</p>	<p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p> <p>High quality speech and language interventions typically have a very high impact and can increase young children’s learning by seven months.</p>	<p>1</p>
<p>Oracy groups: Pre-teaching key vocabulary and fostering word consciousness.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Alex Quigley identifies 7 steps to <i>Close the Vocabulary Gap</i>. In addition to this whole class approach, support staff can accelerate impact with explicit pre-teaching</p>	<p>1</p>



	<p>(using the SEEC Model) and fostering an interest in vocabulary more broadly.</p> <p>It is a trust-wide goal to embed language-rich classroom environments and consistent phonological awareness teaching across the school.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling services	<p>https://www.bacp.co.uk/about-therapy/what-therapy-can-help-with/child-related-issues/</p> <p>https://www.mind.org.uk/media/8852/not-making-the-grade.pdf</p> <p>In its report, Mind proves a close link between mental health, school attendance and a readiness to learn.</p>	4, 2
Resources to support nurture and community space 'The Bubble' and additional sensory space in 'Narnia' room.	<p>https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Transformative outcomes achieved through nurture provision in other schools nearby including Penpol and St Day.</p>	4, 2
Small subsidy Fund for families in need of support with trips, in addition to accessing Sponsorstars funding for up to 20 pupils.	<p>https://www.jrf.org.uk/deep-poverty-and-destitution/the-impact-of-hardship-on-primary-schools-and-primary-healthcare</p>	5
Partnering with Sponsorstars to subsidise school-related costs, up to £120 each year for twenty pupils.		5



<p>Wellbeing Walks – timetabling school dog for walking and talking opportunities for pupils under-attending or otherwise vulnerable.</p>	<p>https://www.onecornwall.co.uk/page/?title=Transforming+Attendance+in+Cornwall&pid=251</p> <p>Measurable impact of initiative at Penpol upon attendance and academic outcomes.</p>	<p>2</p>
<p>Hosting SEND Cafes – building a supportive community of parents, exploring unidentified needs</p>	<p>https://www.onecornwall.co.uk/attachments/download.asp?file=277&type=pdf</p> <p>Parent/Carer Attendance framework identified positive impact of fostering particularly warm and effective relationships with parents of children at risk of marginalisation.</p> <p>In its <i>Supporting School Attendance</i> framework, the EEF prioritises building a holistic understanding of pupils and families and diagnosing specific needs.</p>	<p>4,2, 6</p>
<p>Working within the Trust’s Community Strategy, the school will identify a current link held with a local organisation that can be further developed. Through active listening to the organisation, the school will identify an objective that can be worked on together to strengthen the community offer.</p>	<p>Reach Foundation Insights; CST work on School Trusts as New Civic Structures; Truly Civic: Strengthening the connection between universities and their places.</p>	<p>6</p>

Total budgeted cost: £49,995



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of KS2 outcomes for 2025 demonstrated that there is still significant work to do in closing the gap for our disadvantaged pupils.

In Reading and Writing, our disadvantaged pupils underperformed their non-disadvantaged peers in Marazion and disadvantaged pupils nationally. However, in Maths, our disadvantaged pupils outperformed their non-disadvantaged peers at Marazion and attained closer to disadvantaged pupils nationally.

No children in receipt of Pupil Premium achieved Greater Depth Standard in any area.

KS2 Measure	EXS Disadvantaged Marazion	EXS All - Marazion
Reading	40%	77%
Writing	40%	64%
Maths	60%	50%

Our **Year 1 Phonics** outcomes were strong and slightly above national figures. However, many disadvantaged learners progress through the scheme with less confidence than their peers and, in adopting a new SSP, we will ensure robustness consistency of delivery across the school, including to those in KS2 not yet proficiently decoding.

Our very small **EYFS** cohort of 2025, now in Year 1, is particularly vulnerable, with speech, language and communication interventions a key priority for this group. One of these children is in receipt of Pupil Premium.

Attendance continues to be an of challenge at Marazion, with our disadvantaged students particularly vulnerable to overall absence, unauthorised absence, lateness and persistent absence. More work is required here to ensure that every student benefits from being in school every day wherever possible.

Our previous strategy, due to complete this year, placed a clear focus upon supporting children to recover from the harmful impact of the COVID-19 pandemic and other systemic challenges. Specifically, it set out to relieve the psychological stress on our school community and build resilience for all. The care and attention paid to mental



health and wellbeing at Marazion is testament to the positive impact of this work and we plan to continue a number of these strategies as detailed above.

We are hugely ambitious for our children in receipt of Pupil Premium and this new strategy represents a step-change in determination to eliminate the disadvantage gap at Marazion.

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
1:1 Counselling	Child Counselling Services



Further information (optional)

Further information can be found in our School Development Plan for 2025-2026.