



Mevagissey Primary School



Pupil Premium Strategy Statement 2025-2028

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 impact of last year's spending.

School Overview

Detail	Data
School name	Mevagissey Primary School
Number of pupils in school	143
Proportion (%) of pupil premium eligible pupils	17%
Academic years that our current pupil premium strategy plan covers	2025-2026 2026-2027 2027-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2028
Statement authorised by	Ben Ringrose (Headteacher)
Pupil premium lead	Ben Ringrose
Governor / Trustee lead	Stuart Radnedge

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,811.43
School contribution to pupil premium provision	£0
Total budget for this academic year	£36,811.43



Part A: Pupil Premium Strategy Plan

Statement of Intent

At Mevagissey Primary School, we are committed to ensuring that every pupil premium pupil is given the opportunity to thrive, achieve highly and enjoy a rich and fulfilling primary education. As a welcoming and community-focused school, we know our pupils and families well and use this strong understanding of individual needs, alongside the best available evidence, to identify and address barriers to learning, attendance, wellbeing and participation.

Our three-year pupil premium strategy is closely aligned with our wider school improvement priorities, including developing a rich and ambitious curriculum, strengthening the quality of teaching and learning, investing in staff development and ensuring that all pupils benefit from the wider opportunities available to them. Through high-quality inclusive teaching, targeted academic and pastoral support, and meaningful enrichment experiences, we aim to ensure that pupil premium pupils are able to participate fully in school life and make strong progress from their individual starting points.

We are particularly committed to ensuring that disadvantage does not limit a child's experiences or aspirations. Through initiatives such as our Meva Magic Passport and the continued development of our school environment and wider curriculum, we seek to provide every child with memorable experiences, a strong sense of belonging and the confidence to flourish both within our school and beyond it.

1. Attendance, Wellbeing and Readiness to Learn

We have high expectations for the attendance, wellbeing and engagement of every pupil premium pupil. Through strong partnerships, effective pastoral support and timely intervention, we reduce barriers to learning and wellbeing so that pupils attend regularly, feel safe, are ready to learn and participate fully in school life.

2. High-Quality Teaching and Targeted Academic Support

Everyday high-quality inclusive teaching is the foundation of our strategy and has the greatest impact on pupil premium pupils. Through an ambitious curriculum, effective assessment and evidence-informed targeted support, we enable pupils to build secure knowledge, make strong progress and achieve ambitious outcomes.

3. Widening Opportunities and Raising Aspirations

We ensure pupil premium pupils consistently benefit from enrichment and wider opportunities that broaden horizons, strengthen cultural capital and raise aspirations. By removing barriers to participation, we enable every pupil to engage fully in school life and develop the knowledge, skills and confidence to thrive.

This is a whole-school commitment. Through evidence-informed use of pupil premium funding, all staff share responsibility for reducing barriers, raising aspirations and enabling every pupil premium pupil to achieve their full potential.



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Challenges

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

Challenge number	Detail of challenge
1	Attendance, Engagement & Readiness to Learn Persistent absence remains higher for pupil premium pupils than their peers (21.1% compared with 2.8% in 2025/26), reducing engagement and access to the full curriculum. The emotional and mental wellbeing of some parents and carers of pupils eligible for pupil premium has been a contributing factor to reduced attendance and participation in wider school life.
2	Writing Attainment and Progress Writing attainment for pupil premium pupils has varied significantly over the last three years, with outcomes of 33% in 2023/24, 100% in 2024/25 and 67% in 2025/26. While outcomes exceeded national in 2024/25, the proportion achieving the expected standard fell to 67% in 2025/26, below both the national figure of 73% and the school's non-pupil premium outcome of 95%. SPaG outcomes have followed a similarly variable pattern, with 0% achieving the expected standard in 2024/25, rising to 100% in 2025/26 and subsequently falling to 67%. This highlights writing as a key area for development, with a particular focus on ensuring greater consistency in pupils' application of spelling, grammar and punctuation within their independent writing, and reducing the attainment gap between pupil premium and non-pupil premium pupils.
3	Reading Attainment Reading attainment for pupil premium pupils has been variable across recent cohorts, with 67% achieving the expected standard in both 2023/24 and 2024/25, slightly below national outcomes of 74% and 75% respectively. Outcomes improved significantly in 2025/26, with 100% of pupil premium pupils achieving the expected standard, exceeding both the national outcome of 75% and the school's non-pupil premium outcome of 95%. The priority is therefore to sustain this strong performance and ensure consistency across cohorts, with a continued focus on developing reading fluency, vocabulary and comprehension.
4	Aspirations, Cultural Capital and Wider Opportunities Some pupil premium pupils experience barriers to accessing enrichment and wider opportunities, limiting participation in experiences that broaden horizons, strengthen cultural capital and build confidence. This can reduce exposure to future pathways and opportunities that support ambition, aspiration and future success.



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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
Attendance, Engagement & Readiness to Learn All pupil premium pupils attend regularly, engage positively and are ready to learn	• Persistent absence for pupil premium pupils reduces from 21% towards 10%, supported by early identification of attendance barriers, strong relationships with families and targeted support through our Befriender Scheme. Pupil premium pupils demonstrate improved readiness to learn, with increased engagement, participation and confidence in lessons. • Gaps in knowledge and understanding close, evidenced through assessment, pupil voice, work scrutiny and effective use of targeted keep-up and catch-up support. • Pupil premium pupils make strong progress in reading, writing and mathematics, with particular focus on improving the consistency of outcomes in writing. • Behaviour and pastoral concerns reduce, with pupils experiencing positive, trusting relationships with adults and receiving timely support when barriers to learning emerge. • Pupil voice demonstrates a strong sense of belonging, wellbeing and connection to the Mevagissey school community, including through positive relationships with peers and trusted adults. • Pupil premium pupils access and benefit from the full range of school experiences, including enrichment, residentials, trips, clubs and our Mevagissey Passports, ensuring financial or wider barriers do not limit participation. • Pupil premium pupils are consistently ready for school, arriving in full uniform, appropriately equipped and prepared to learn.
Writing Outcomes, Attainment and Progress Pupil premium pupils achieve strong outcomes in writing and make secure progress from their starting points.	• 100% ambition: 80% of pupil premium pupils achieve the Expected Standard in Writing by 2027. • Pupil premium pupils make secure progress from their starting points and produce writing of increasingly high quality. • Pupil premium pupils demonstrate strong foundations in writing, including spelling, handwriting, punctuation and transcription, enabling them to write accurately and fluently. • Pupil premium pupils increasingly apply SPaG knowledge independently within their writing, evidenced through work scrutiny, assessment and pupil articulation of learning.



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Reading Outcomes and Progress Pupil premium pupils secure increasingly strong foundations in reading and achieve strong outcomes from their starting points.	• 100% ambition: 80% of pupil premium pupils achieve the Expected Standard in Reading by 2027 (75% national, 2025). • Pupil premium pupils achieve increasingly strong outcomes in reading and make secure progress from their starting points. • Pupil premium pupils demonstrate secure foundations in reading, including fluency, vocabulary, comprehension and the ability to retrieve, infer and explain meaning, evidenced through assessment, work scrutiny and pupil articulation of learning. • Pupil premium pupils increasingly read with confidence, fluency and understanding, enabling them to access and engage successfully with the wider curriculum.
Aspirations, Cultural Capital and Wider Opportunities 100% ambition: 100% of pupil premium pupils access and benefit from the full range of experiences and opportunities within the Mevagissey Magic Passport.	• Pupil premium pupils consistently access and benefit from the enrichment, experiences and opportunities that make up the Mevagissey Magic Passport, broadening horizons, building confidence and raising aspirations. • The school continues to develop its work with Cornwall Council through the Parent Engagement Framework, particularly Principle 6: Raising and Realising Aspirations, ensuring that aspirations are developed through a strong partnership between school, pupils, parents and carers. • Through Dream Big Day, careers afternoons, themed weeks, visitors, local businesses, parents and community partners, pupils are exposed to a broad range of careers and future pathways beyond their immediate experiences. • Curriculum areas increasingly make explicit links between what pupils are learning now and where that learning can take them in the future, through a 'Where Will It Take Me?' approach. • Pupils, particularly in UKS2, are supported to understand the relevance and purpose of their learning and to make meaningful links between their knowledge and skills, future education, careers and wider life opportunities. • Parents and carers are increasingly engaged in conversations about aspirations, careers and future opportunities, with information and opportunities shared through school communications and events. • Pupil voice demonstrates that pupils can talk confidently about a range of careers and future pathways, explain how their learning connects to future opportunities and articulate increasing aspirations for themselves. • Barriers to participation are identified and addressed early, ensuring that pupil premium status does not limit access to the experiences, relationships or opportunities that help pupils to develop confidence, aspiration and cultural capital.



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Activity in this academic year

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

1.Attendance, Engagement & Readiness to Learn

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Team and personalised attendance support	Regular monitoring and analysis of attendance enables the school to identify patterns and barriers early and respond promptly. Individualised attendance planning, strong relationships with families and targeted support can improve attendance and strengthen pupils' access to learning. EEF – Attendance Interventions Rapid Evidence Assessment and Attendance Guidance.	1.
Befriender Scheme – supporting parents, carers and families	Trusted, consistent support can strengthen relationships between families and school, reduce isolation, build parental confidence and help families access appropriate support at an early stage. At Mevagissey, the Befriender Scheme provides a valuable bridge between school, families and the wider community, helping to identify and address barriers that may affect attendance, wellbeing and engagement.	1, 2, 3, 4
CELT Attendance Lead support	Specialist attendance support provides additional capacity and expertise to analyse attendance patterns, identify barriers and strengthen the school's graduated response. Working alongside school staff and families supports early intervention, individual attendance planning and targeted strategies for pupils whose attendance is a concern.	1, 2, 3, 4
NHS Mental Health Practitioner support	Access to an NHS Mental Health Practitioner provides early, targeted support for pupils experiencing emotional or mental health difficulties that may affect attendance, wellbeing, relationships or engagement with learning. Working alongside school staff and families supports early identification, appropriate intervention and access to wider services where required.	1, 2, 3, 4
Breakfast Club and wraparound provision	Breakfast provision can improve attendance and readiness to learn by removing practical barriers to arriving at school and providing pupils with a positive start to the day. EEF – Magic Breakfast Evaluation.	1



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Pastoral mentoring, PSM support and SEMH interventions	Targeted social-emotional and behavioural approaches can support self-regulation, wellbeing, positive relationships and readiness to learn, enabling pupils to engage more successfully with school. EEF – Behaviour Interventions.	1, 2, 3, 4
CELT Trust SENCo support – 3 days per fortnight (2 days in Week A and 1 day in Week B), alongside specialist therapy services	Regular access to SENCo expertise strengthens the identification of barriers to learning, assessment of need and implementation of appropriate provision. Close collaboration between the SENCo, class teachers, families and external professionals supports early identification and targeted intervention for pupils whose SEND, emotional or social needs may affect their attendance, engagement or progress.	1,2,3,4
Uniform, ICT, learning resources and pupil premium bundles	Removing practical and financial barriers helps pupils arrive appropriately equipped, participate fully in lessons and access the same learning opportunities as their peers. This supports attendance, readiness to learn and equitable access to the curriculum. DfE – Pupil Premium Guidance.	1,2,3,4

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Writing Outcomes, Attainment and Progress

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-Quality Writing Curriculum and Quality First Teaching	A sequenced and progressive writing curriculum provides pupils with strong foundations in spelling, transcription, vocabulary, sentence construction and composition. Pupils study a wide range of high-quality texts, authors, voices and genres, explicitly identifying and magpieing effective vocabulary, structures and authorial techniques before applying these in their own writing. Writing skills are explicitly taught, modelled, practised and revisited in a clear sequence of progression across the school. Writer Challenges provide opportunities for pupils to extend, apply and refine their writing, promoting creativity, independence and high expectations for all. Opening Worlds further strengthens this approach through the systematic development of vocabulary, background knowledge and disciplinary thinking, providing rich content that pupils can draw upon in their reading and writing across the curriculum. This is underpinned by high-quality teaching, with teachers adapting instruction and support to address identified gaps and ensure that pupil premium pupils can access and succeed within the full writing curriculum. Evidence base: EEF – Improving Literacy in Key Stage 2; Opening Worlds – KS2 Curriculum.	2,3



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Oracy, Quality Talk and Oral Rehearsal	As a Voice 21 Oracy School, Mevagissey places a strong emphasis on high-quality classroom talk, purposeful discussion and oral rehearsal as foundations for successful writing. Pupils are explicitly taught to articulate ideas, develop vocabulary, explain their thinking and listen and respond to others before translating their ideas into written form. Structured talk and oral rehearsal provide opportunities for pupils to practise language, sentence structures and subject-specific vocabulary before writing, supporting pupils to develop confidence, fluency and independence as writers. This approach is particularly important for pupil premium pupils, ensuring that they have regular opportunities to develop and rehearse the language needed to access and succeed in the writing curriculum. Evidence base: EEF – Communication and Language Approaches; EEF – Preparing for Literacy; Voice 21 – Oracy Framework.	2,3
Targeted Writing Intervention	Targeted writing interventions are used to address identified gaps in the strong foundations and core skills needed to become a successful writer, including spelling, transcription, sentence construction, vocabulary and the accurate application of SPaG. Interventions are informed by assessment and designed to complement, rather than replace, high-quality classroom teaching. Precision teaching and small-group support provide opportunities to revisit and secure essential knowledge and skills, with teaching adapted to the specific needs of individual pupils. Pupils return to the classroom better equipped to apply these foundational skills independently within their writing. Evidence base: EEF – Small Group Tuition; EEF – Making Best Use of Teaching Assistants.	2,3
Assessment, Feedback and Live Editing	Mevagissey's assessment and feedback approach is centred on teachers identifying misconceptions and gaps during lessons and responding to these through responsive teaching. In writing, this includes a strong focus on the foundational knowledge and core skills needed to become a successful writer, including spelling, transcription, sentence construction, vocabulary and composition. Teachers provide high-quality, explicit teaching to address identified misconceptions and use live editing and feedback to help pupils understand and improve their work in the moment. Flexible grouping is used to provide targeted individual and small-group support where needed, while ensuring that pupil premium pupils remain fully included in high-quality whole-class teaching. This approach enables teaching to be adapted responsively to pupils' needs and prevents misconceptions from becoming embedded. Evidence base: EEF – Feedback; EEF – Special Educational Needs in Mainstream Schools.	2,3



3. Reading Outcomes and Progress

Budgeted cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-Quality Reading Curriculum and Teaching	High-quality, carefully sequenced reading teaching develops the knowledge, vocabulary, fluency and comprehension skills pupils need to become confident and independent readers. At Mevagissey, teachers use professional listening and ongoing assessment of pupils as readers to identify strengths, misconceptions and barriers, adapting teaching accordingly. The Professional Reading Checklist and Multidimensional Fluency Scale support teachers in developing a detailed understanding of pupils' reading behaviours, fluency and comprehension. This enables pupil premium pupils to receive responsive teaching that builds securely on their starting points. Curriculum overviews, monitoring, coaching and pupil voice are used to ensure consistent implementation and high expectations across the school. Evidence base: EEF – Improving Literacy in Key Stage 2; EEF – Reading Comprehension Strategies.	2,3
Additional Reading with an Adult for Pupil Premium Pupils	All pupil premium pupils read with an adult in addition to their usual reading opportunities across the week. These regular, purposeful reading sessions provide additional opportunities to develop fluency, vocabulary, comprehension and confidence. Adults listen carefully to pupils read, respond to difficulties and misconceptions and provide immediate support and modelling. This additional reading is particularly important in ensuring that pupil premium pupils have frequent opportunities to practise reading aloud and discuss texts with a knowledgeable adult.	2,3
Targeted Reading Intervention and Precision Support	Pupils identified through professional assessment, reading observations and assessment information as requiring additional support receive targeted intervention matched to their specific needs. Vulnerable Readers/Bottom 20% identification, alongside assessment information such as the NGRT, is used to identify pupils who may require additional support. Interventions including RWI and HFL are used where appropriate to secure gaps in phonics, fluency, vocabulary and comprehension. Support is reviewed regularly, with pupils escalated to the SENCo where further assessment or specialist support is required. The emphasis is on securing strong foundations so that pupil premium pupils can access and succeed within the full reading curriculum. Evidence	2,3



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	base: EEF – Small Group Tuition; EEF – Reading Comprehension Strategies.	
Reading for Pleasure, Choice and Reading Culture	Mevagissey places a strong emphasis on developing a lifelong love of reading and ensuring that pupil premium pupils have equitable access to rich, engaging and diverse reading experiences. Pupils are supported to develop their own reading identities through carefully curated classroom and library collections, protected reading time, opportunities to choose books, recommendations from teachers and peers, author and text exploration, and regular opportunities to talk about books and share reading experiences. The school continually reviews library provision and uses pupil voice to understand pupils' reading preferences, engagement and confidence, ensuring that pupil premium pupils are actively supported to develop positive reading habits and read widely for pleasure.	2,3

4. Aspirations, Cultural Capital and Wider Opportunities

Budgeted cost: £17,311.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mevagissey Magic Passport – mapped personal development and enrichment programme	Mevagissey has developed a progressive, mapped personal development programme from Pre-School to Year 6, captured through the Mevagissey Magic Passport. The programme ensures that pupils experience a broad range of cultural, sporting, outdoor, community and educational opportunities as they progress through the school. Experiences are deliberately mapped across the primary years, including opportunities such as sailing and other outdoor/adventurous activities, educational visits, residential experiences, cultural and sporting experiences, community opportunities and significant wider-world experiences such as the London trip. The programme is designed to broaden pupils' experiences, develop confidence and independence, strengthen belonging and expose pupils to opportunities beyond their immediate circumstances. Pupil Premium pupils are identified and supported to ensure that financial circumstances do not prevent access to the full range of experiences within the Passport.	4



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Financial support for educational visits, residentials and wider experiences	The school provides financial support to remove barriers to participation in educational visits, residentials and other experiences within the Mevagissey Magic Passport. This ensures that Pupil Premium pupils can participate fully alongside their peers and benefit from experiences that develop independence, confidence, cultural capital and understanding of the wider world. Support may include contributions towards trips, residentials, sailing, equipment and other participation costs, ensuring that Pupil Premium status does not limit access to the school's wider curriculum and personal development offer. DfE Pupil Premium Guidance highlights the importance of using funding to address barriers and support disadvantaged pupils to access a broad and enriching education.	4
Raising and Realising Aspirations – "Where Will It Take Me?"	Mevagissey is developing its approach to Raising and Realising Aspirations, informed by Cornwall Council's Parent Engagement Framework, particularly Principle 6. Through a developing "Where Will It Take Me?" approach, pupils are supported to understand the purpose of their learning and make connections between the knowledge and skills they develop and future education, careers and life opportunities. This is supported through Dream Big Day, careers afternoons, themed events, visitors from different professions, parents, local businesses and community partners. Curriculum documentation and pupil voice are used to develop pupils' understanding of how their learning connects to their future.	4
Parent and community engagement to support aspirations	Mevagissey recognises that raising aspirations is strengthened when school, pupils, parents and carers work together. Opportunities are created for parents and carers to engage with careers, aspirations and future pathways through school events, communications and wider community partnerships. UKS2 pupils are provided with opportunities to communicate with and learn from people working in different professions and to explore the range of pathways available to them. This builds pupils' awareness of the wider world and supports families to have positive conversations about future opportunities.	4
Monitoring and targeted support to ensure equitable participation	Participation in the personal development programme is monitored to ensure that Pupil Premium pupils have equitable access to the experiences and opportunities available across the school. Where financial, practical or individual barriers are identified, leaders work with pupils and families to provide appropriate support. Pupil voice, participation information and discussions with families are used to evaluate whether pupils are accessing the intended opportunities and to identify any further barriers. This ensures that the Magic Passport represents a genuine entitlement for all pupils rather than an offer that is dependent on individual circumstances.	1,4



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 2025 to 2026 academic year.

Attendance, Engagement & Readiness to Learn

Attendance outcomes for Pupil Premium pupils have strengthened significantly over recent years. The attendance gap between Pupil Premium and non-Pupil Premium pupils has narrowed from 4.8 percentage points in 2022/23, to 2.24 percentage points in 2023/24, and 0.4 percentage points in 2024/25. This positive trend has been sustained in 2025/26, with overall attendance at 94.9% and Pupil Premium attendance at 94.8%, representing an attendance gap of just 0.1 percentage points.

This sustained narrowing of the attendance gap provides strong evidence that the school's increasingly targeted approach to attendance is having a positive impact. Early identification of barriers, close relationships with families and personalised support remain central to this work. Persistent absence remains an area for continued focus, with 21% of Pupil Premium pupils persistently absent at the end of 2025/26. The school will therefore continue to implement its attendance strategy, with a particular focus on understanding and addressing the individual and family circumstances that can affect regular attendance.

Evidence from our parent survey also demonstrates very positive levels of engagement and pupils' experience of school. 95% of parents agreed or strongly agreed that their child enjoys attending school, with no parents disagreeing. 100% agreed or strongly agreed that their child feels safe at school, again with no negative responses.

This positive picture is further supported by Mevagissey's Summer 2026 TEP recognition, with the school achieving Top 5% of primary schools nationally for Pupil Enjoyment, Pupil Inclusion and Pupil Recommendation. These outcomes provide strong external evidence of the positive relationships, sense of belonging, inclusion and enjoyment experienced by pupils.

The priority for 2026/27 is therefore to sustain the very narrow attendance gap and high levels of pupil engagement, while continuing to reduce persistent absence amongst Pupil Premium pupils. The school will continue to combine rigorous attendance monitoring with strong family relationships and targeted pastoral, wellbeing and wider support, ensuring



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that pupils are able to attend regularly, feel safe and included, and engage positively with their learning.

2025/26 evidence of impact:

94.9% whole-school attendance.

94.8% Pupil Premium attendance.

0.1 percentage-point attendance gap.

Attendance gap reduced from 4.8pp (2022/23) to 2.24pp (2023/24) to 0.4pp (2024/25).

95% of parents say their child enjoys attending school.

100% of parents say their child feels safe at school.

Top 5% nationally for Pupil Enjoyment, Pupil Inclusion and Pupil Recommendation in Summer 2026 TEP recognition.

21% Pupil Premium persistent absence, remaining a key area for further improvement.

Attainment, Progress & Curriculum Access

End-of-KS2 outcomes for 2025/26 demonstrate a strong overall picture for Pupil Premium pupils, particularly in Reading and SPaG, while Writing remains an area where greater consistency between cohorts is required.

In Reading, 100% of Pupil Premium pupils achieved the Expected Standard in 2025/26, compared with 95% of non-Pupil Premium pupils and 75% nationally. This represents a significant improvement from the previous two years, when 67% of Pupil Premium pupils achieved the Expected Standard. The focus will therefore be on sustaining these strong outcomes and continuing to develop pupils' fluency, vocabulary and comprehension. In SPaG, 100% of Pupil Premium pupils achieved the Expected Standard in 2025/26, demonstrating strong outcomes following a previous cohort outcome of 0%. This significant improvement highlights the impact of targeted teaching and support in securing pupils' knowledge and application of spelling, grammar and punctuation. Continued focus will be placed on ensuring that pupils apply this knowledge independently and accurately within their wider writing.

Writing outcomes have been more variable across recent cohorts, with Pupil Premium attainment at 33% in 2023/24, 100% in 2024/25 and 67% in 2025/26. In 2025/26, this was below the school's non-Pupil Premium outcome of 95% and the national outcome of 73%. The variation reflects the influence of individual cohorts and pupil circumstances, and should therefore be considered as part of the longer-term trend rather than in isolation. The priority is to secure greater consistency in writing outcomes, building on the strong foundations already established in spelling, grammar, vocabulary, transcription and composition.



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Overall, the 2025/26 outcomes demonstrate that Pupil Premium pupils can and do achieve highly at Mevagissey, with particularly strong outcomes in Reading and SPaG. The continued priority is to ensure that this success is sustained across cohorts and that high-quality teaching, assessment and targeted support enable all Pupil Premium pupils to make strong progress from their individual starting points and access the full curriculum successfully.

Aspirations, Wider Cultural Capital and Access to Wider Opportunities

The school has continued to place a strong emphasis on ensuring that Pupil Premium pupils have equitable access to the experiences and opportunities that form part of our wider personal development offer. In 2025/26, 100% of Pupil Premium pupils accessed the key residential and wider cultural experiences available to their year groups.

This included 100% participation in the London trip, ensuring that all Pupil Premium pupils were able to benefit from this significant cultural and educational experience. Within Key Stage 2, 100% of Pupil Premium pupils participated in residential experiences, including the Year 3/4 residential and camp at Porthpean. These experiences provide important opportunities for pupils to develop independence, resilience, confidence, relationships and a greater understanding of the wider world.

The school also ensured that all pupils had access to cultural experiences within the local community, including a whole-school theatre production hosted at the community centre. Pupil Premium pupils were fully included in this experience, supporting equitable access to the cultural opportunities available to all pupils.

Financial barriers were actively removed to enable participation. Pupil Premium pupils were supported financially to attend residentials and other significant experiences, with pupils routinely offered 50% reductions on the cost of school trips, alongside bespoke payment arrangements where required.

The school is also committed to ensuring that Pupil Premium pupils have access to ongoing enrichment opportunities, rather than only one-off experiences. In 2025/26, 9 of 22 Pupil Premium pupils were financially supported to access Rocksteady or piano tuition. The school will seek to increase participation in these opportunities during 2026/27, recognising the contribution that music and sustained extracurricular participation can make to pupils' confidence, creativity, belonging and personal development.

These outcomes demonstrate the impact of the school's commitment to ensuring that Pupil Premium funding provides genuine equity of access. This work will continue through the Mevagissey Magic Passport, our mapped personal development and enrichment



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programme from Pre-School to Year 6, which includes experiences such as sailing, residentials, educational visits, cultural opportunities and wider experiences designed to broaden pupils' horizons and develop aspirations.

Parent survey evidence also provides positive evidence of pupils' experience of school. 95% of parents agreed or strongly agreed that their child enjoys attending school, while 100% agreed or strongly agreed that their child feels safe at school. These findings complement the participation data and provide further evidence of pupils' positive engagement with school and their sense of belonging.

The continued priority is to sustain 100% participation for Pupil Premium pupils in the significant experiences mapped through the Mevagissey Magic Passport, while increasing access to sustained enrichment opportunities such as music tuition. The school will continue to identify and remove financial barriers so that Pupil Premium status does not limit pupils' experiences, cultural capital, relationships or aspirations.