

Pupil premium strategy statement – St Mewan CP School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery 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 (and recovery 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	405
Proportion (%) of pupil premium eligible pupils	13.28% (53 – pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	14/10/2024
Date on which it will be reviewed	Sept 2027
Statement authorised by	Mark Lloyd Head Teacher
Pupil premium lead	Liam Donelly
Governor / Trustee lead	Emma Newnes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,850
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
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>	£98,850

Part A: Pupil premium strategy plan

Statement of intent

At St. Mewan C.P School our vision for every pupil is to:

- Teach children the school's core values (Kindness, Excellence and Determination) and provide a wide range of opportunities, equipping them to thrive now and in the future.
- Deliver high-quality, evidence-informed and passionate teaching, supporting each individual child to reach their full potential.
- Nurture children to be mentally and physically healthy.

Our intention for 'disadvantaged' pupils is to have their pastoral, social and academic needs met within a caring and nurturing environment. We strive to ensure that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential.

We do this through:

- All staff will be aware of the children deemed to be disadvantaged that they teach; we will build strong relationships with all pupils, gaining knowledge of their strengths, challenges and individual contexts.
 - Providing pupils with Quality-first teaching driven through our own teaching and learning framework.
 - Providing quality CPD to staff to develop high-quality teaching.
 - Evidence informed, targeted support from class teachers and support which will support all pupils in making good progress, ensuring that we are closing the gap, giving all children equal opportunities as they progress through education and life.
 - Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
 - Allocating pupil premium funding following a needs analysis which will identify priority classes, groups or individuals.

At St Mewan, we also know that for all pupils to be successful in their learning and make sufficient progress, they need to have good attendance, display appropriate learning behaviours, have access to wider learning opportunities, and be able to access suitable social, emotional and mental health support. The strategies outlined in this statement will assist all pupils to have access to this ongoing support and achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Mental health for children and their families
2	Early language acquisition - lack of oracy, limited phonics and vocabulary knowledge
3	Retention of number facts to improve fluency in maths
4	Attendance
5	Wider life experiences and engaging in the wider school community – visits to the local community and participating in extra-curricular clubs

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	2024	2025	2026
<i>Disadvantaged pupils to meet age-related expectations in Reading; or to make in-line with/more progress than non-disadvantaged pupils.</i>	Disadvantaged pupils in Reception, read and learn the set 2 sounds; can orally blend words with set 2 sounds and can read "green" books by the end of the academic year.			
	Disadvantaged pupils in Year 1 pass the phonics screen check (PSC).			
	Disadvantaged pupils in Year 2 complete the RWI programme of study.			
	Disadvantaged pupils in Years 3 – 5 achieve age-related expectations (demonstrated in PIRA assessments).			
	Disadvantaged pupils in Year 6 achieve the expected standard in KS2 SATs.			
	Disadvantaged pupils to close the gap between their attainment and the attainment of non-disadvantaged pupils.			
<i>Disadvantaged pupils meet age-related expectations in Maths or to make in-line with/more progress than non-disadvantaged pupils.</i>	Disadvantaged pupils in Reception meet ELG in number.			
	Progress of disadvantaged pupils matches or exceed the progress of non-disadvantaged pupils in maths in all year groups.			
	Disadvantaged pupils in Y4 achieve in line with their non-disadvantaged peers in the multiplication tables check (MTC).			
	Disadvantaged pupils in Years 3 – 5 achieve age-related expectations in Maths			

	(demonstrated in PUMA and White Rose Arithmetic assessments).			
	Disadvantaged pupils in Year 6 achieve the expected standard in KS2 SATs.			
	Disadvantaged pupils to close the gap between their attainment and the attainment of non-disadvantaged pupils.			
<i>Significantly improve the attendance of disadvantaged pupils.</i>	Attendance of disadvantaged pupils is in line with non-disadvantaged pupils.			
	Attendance of disadvantaged pupils is above the national figure for disadvantaged pupils.			
<i>Develop the range of opportunities outside of the classroom for disadvantaged pupils.</i>	100% of disadvantaged pupils to engage in at least one extracurricular club.			
	100% of disadvantaged pupils to attend an external sports activity representing the school.			
	100% of disadvantaged pupils to participate in residential and trips.			

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Early Years Language – New HLTA role</i> <i>Delivering the new intervention and releasing teachers for CPD</i>	The EEF have summarised that staff are likely to benefit from CPD. Communication and language approaches EEF (educationendowmentfoundation.org.uk)	2
<i>Early Years Language –</i>	The EEF have summarised the benefits of Communication and Language approaches:	2

<p><i>Early Talk Boost</i></p>	<ul style="list-style-type: none"> - High impact and increase young children’s learning by 7 months - Positive effects have been identified on early language and literacy skills - High quality provision is likely to include multiple strategies (this including RWI and Quality First Teaching will help improve early language). <p>Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p>	
<p><i>Oracy training and implementation</i></p>	<p>Speaking and listening skills are critical foundations for reading and writing and are also essential skills for thinking and communication.</p> <p>There is promising evidence that reading comprehension can be improved with targeted teaching that improves pupils’ speaking and listening skills.</p> <p>Implicit and explicit activities that extend pupils’ spoken and receptive vocabulary; approaches that explicitly aim to develop vocabulary work best when they are related to current topics in the curriculum as there will be more opportunities to practise using the new vocabulary.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	2
<p><i>TIS Training for all staff</i></p>	<p>EEF guidance report: Improving Social and Emotional Learning in Primary Schools. There is evidence that children’s skills can be improved purposefully through school based SEL programmes, and that these impacts can persist over time. Numerous substantial evidence reviews indicate that, when well implemented, SEL can have positive impacts on a range of outcomes, including: Improved social and emotional skills Improved academic performance Improved attitudes, behaviour, and relationships with peers; Reduced emotional distress (student depression, anxiety, stress, and social withdrawal); Reduced levels of bullying; Reduced conduct problems; Improved school connection.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	1

	<p>EEF Guidance Report: Improving Behaviour in Schools. Teaching learning behaviours will reduce the need to manage misbehaviour Use targeted approaches to meet the needs of individuals in your school Ensure a consistent approach to behaviour</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	
<i>Coaching Model</i>	<p>Use of coaches in RWI, Reading, Writing, Maths; and with a SEND or Disadvantaged focus to drive quality first teaching within all of the school's lessons. Underpinned by the school's teaching and learning framework.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	2/3
<i>Implementation of Opening Worlds</i>	<p>Researcher James Coady described the term "beginner's paradox". This is the incidental word learning that happens when reading is important but without enough knowledge of words, you cannot learn new, related words.</p> <p>Alex Quigley's book, "Closing the Vocabulary Book" states that explicit teaching of language is vital. It also states that teaching academic vocabulary explicitly and clearly with coherent planning throughout the curriculum.</p>	2
<i>Implementation of Winning with Number</i>	<p>Evidence suggests that cognitive overload in maths is inhibitive to learning for disadvantaged pupils or low attainers and that the automatic retrieval of basic maths facts is critical to solving complex problems.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	3

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Early Years language development</i>	<p>Language provides the foundation of thinking and learning and should be prioritised.</p> <p>High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p>	2

	<p>Adults have a vital role to play in modelling effective language and communication.</p> <p>Use a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary.</p> <p>High quality targeted support can ensure that children falling behind catch up as quickly as possible.</p> <p>Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p>	
<i>1:1 RWI tutoring</i>	<p>One to one tuition is stated by the EEF toolkit as being one of the most effective interventions to close the disadvantaged gap and is even more effective when delivered by teaching staff.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	2

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<i>Pastoral Support: Pastoral Lead. This person will be running physical and pastoral interventions. They will also provide support for pupils with trauma as a barrier to</i>	<p>EEF Toolkit – research shows that some children struggle to access learning due to emotional or social barriers which need to be addressed before children can focus on academic learning. This strand in school is delivered in whole class lessons (Jigsaw) but also in targeted small group and individual interventions provided by the pastoral manager.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</p> <p>https://www.traumainformedschools.co.uk/our-mission</p>	1

<p><i>their learning.</i></p> <p><i>Bareppa Farm – animal therapy</i></p>		
<p><i>Pastoral Support: Gardener</i></p>	<p>EEF guidance report: Improving Social and Emotional Learning in Primary Schools. There is evidence that children’s skills can be improved purposefully through school based SEL programmes, and that these impacts can persist over time. Numerous substantial evidence reviews indicate that, when well implemented, SEL can have positive impacts on a range of outcomes, including: Improved social and emotional skills; Improved academic performance; Improved attitudes, behaviour, and relationships with peers; Reduced emotional distress (student depression, anxiety, stress, and social withdrawal); Reduced levels of bullying; Reduced conduct problems; Improved school connection</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p><i>Equity of opportunities</i></p>	<p>National Geographical Society in London: a six-year research study into the impact of school residential The results of this study showed that residential learning experiences ‘provide opportunities, benefits and impacts that cannot be achieved in any other context or setting.</p> <p>The impact is greater when residential are fully integrated into a school’s curriculum.’</p>	<p>5</p>
<p><i>Equity of access to the curriculum</i></p>	<p>Youth Sport Trust: The Active Recovery Curriculum Recent research has found that following lockdown restrictions, pupils had reduced physical fitness, decreased wellbeing, low level behavioural issues, and a loss of ability to concentrate in class. Increase time for physical activity during the school day; add activity into other subject lessons; focus on wellbeing and development in PE lessons; offer more extracurricular activities and finding opportunities to be active every day.</p> <p>EEF guidance report: The Arts This guidance report evidences that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation at St Mewan is delivered within the core curriculum, though extra-curricular and cultural trips. On average, it is said to make +3 months additional progress.</p>	<p>5</p>

	Arts participation EEF (educationendowmentfoundation.org.uk)	
<i>Attendance Officer – close monitoring of attendance of disadvantaged pupils</i>	<p>Direct correlation between poor attendance and poor academic progress and national data reflect that disadvantaged pupils are more likely to be persistent absentees (as reflected in school data too).</p> <p>https://www.gov.uk/government/publications/absenceand-attainment-at-key-stages-2-and-4-2013-to-2014</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</p> <p>(Parental engagement)</p>	4

Total budgeted cost: £98,850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance for 2023/24 for disadvantaged pupils was 95.7% which was above national data for disadvantaged pupils (94.5%) and above Cornwall data for disadvantaged pupils (94%).

Reception – 91% achieved set 2 sounds,

All disadvantaged children passed the phonics screen check in Year 1.

25% of disadvantage children who failed the PSC and attempted again in Year 2 passed.

KS1 – SATS scores:

Reading: 79%, Disadvantaged 22%, National 69%

Maths: 72%, Disadvantaged 22%, National 70%

Writing: 69%, Disadvantaged 33%, National 59%

Combined: 68%, Disadvantaged 11%, National 56%

KS2 – SATs scores:

Reading: 72%, Disadvantaged 67%, National 73%, National Disadvantaged 60%

Maths: 70%, Disadvantaged 60%, National 73%, National Disadvantaged 59%

Writing: 80%, Disadvantaged 74%, National 71%, National Disadvantaged 58%

Combined: 80%, Disadvantaged 60%, National 59%, National Disadvantaged 44%

94% of disadvantaged children attended extra-curricular after school clubs.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<p><i>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</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

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 or recovery premium funding.