

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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. Mewan C.P School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21 - 24
Date this statement was published	22.09.21
Date on which it will be reviewed	22.02.22
Statement authorised by	Elaine Badger, Headteacher
Pupil premium lead	Elaine Badger
Governor / Trustee lead	Michele Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,560
Recovery premium funding allocation this academic year	£ 7,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 9,888
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	£97,448

Part A: Pupil premium strategy plan

Statement of intent

At St. Mewan C.P School all members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and, as an adult, finding employment.

We do this through:-

- Ensuring that teaching and learning opportunities meet the needs of all of the pupils.
- Ensuring that that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- 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.

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Lack of oracy, limited phonics and vocabulary knowledge
3	Retention of number facts to improve fluency in maths
4	Engagement in school life and motivation towards learning e.g. taking up extra-curricular activities on offer

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
Significantly improve the attendance of	Attendance of disadvantaged pupils is in line with non-disadvantaged pupils

<p>disadvantaged pupils. Reduce persistent absence of disadvantaged pupils</p>	<p>Achieve CELT interim persistent absence targets for disadvantaged pupils 21/22 Bronze 10.4% 22/23 Silver 8.2% 23/24 Gold 5.4%</p>
<p>Pupils are reading at their chronological age in all year groups</p>	<p>Pupils are reading at their chronological age – assessed through Accelerated Reader and PIRA termly assessments. Disadvantaged pupils pass the Y1 phonics screening. Those that do not, pass in Y2. https://educationendowmentfoundation.org.uk/tools/familiesof-schools-database/st-mewan-community-primary-schoolpl26-7dp/</p>
<p>The majority of disadvantaged pupils meet the expected standard in reading and writing the end of KS1 and KS2.</p>	<p>% of disadvantaged pupils meeting the expected standard in reading and writing match or exceed non disadvantaged pupils Disadvantaged pupils off RWI by the end of Y2 at the latest The majority of disadvantaged pupils reach GLD and are expected in reading and writing at the end of the Reception year. (Oracy Use of NELI to target oracy skills in Nursery/Reception Early identification of pupils of pupils with SEMH/SEND need and early intervention. SALT teaching assistant (ELKLAN trained) to work with pupils identified as having communication need) https://educationendowmentfoundation.org.uk/tools/familiesof-schools-database/st-mewan-community-primary-schoolpl26-7dp/</p>
<p>Disadvantaged pupils make similar progress and achieve as well as non-disadvantaged pupils in maths, relevant to their starting points</p>	<p>Progress of disadvantaged pupils matches or exceed the data of non-disadvantaged pupils. The majority of disadvantaged pupils pass the Y4 multiplication check</p>
<p>Develop the range of extracurricular activities available for pupils to increase motivation and participation in lessons and therefore improvement attainment</p>	<p>100% of disadvantaged pupils engage in at least one extracurricular activity. All disadvantaged pupils learn a musical instrument. All disadvantaged pupils participate in to residential visits and trips.</p>

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: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Number Sense daily to teach core number facts to improve fluency	<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. Number Sense involves systematic teaching of derived fact strategies.</p> <p>https://numbersensematics.com/research-principles</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	3
Explicitly teach and embed metacognitive strategies (in maths initially) to develop independence and resilience in learners to improve participation and attainment.	<p>EEF research states metacognitive strategies add, on average, seven months additional progress over a year but there is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (Metacognition and self-regulation)</p>	3
Training new RWI lead to ensure fidelity to the RWI programme and consistency of approach across the school	<p>Evidence shows that a systematic phonics approach engages pupils but all staff have to have the correct pedagogic knowledge for this to be maximised. In addition, a responsive approach to grouping pupils allows accelerated progress through the programme.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	2

(RWI development day and additional linked books)		
Use of Accelerated Reader in KS2	<p>Evidence shows that structured questioning, as used in AR, develops reading comprehension. In addition, collecting high-quality information about pupils' current capabilities through the rigorous and analytical AR assessment and providing aligned texts allows teachers to select the best next steps for teaching and therefore accelerate reading progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	2

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted use of Number Stacks to support children working below age related expectations	<p>Early maths skills need to develop links between manipulatives and visual representation of number before moving on to abstract representation. Number Stacks is a manipulatives-based intervention to target pupils, identified through NS baseline assessment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	3
One to one and small group phonic tuition by teaching staff	<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 (Phonics)</p>	2
Small group tutoring for maths – baseline assessments and targeted to specific gaps in knowledge	<p>EEF teaching and learning toolkit – research shows that low attaining pupils particularly benefit from small group tutoring, taking place frequently (3 sessions a week over 10 weeks)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (Small group and one to one tuition)</p>	3

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social and Emotional learning to enable pupils to manage emotions effectively to be able to access academic learning and reduce barriers to progress</p> <p>Physical and pastoral interventions</p> <p>Pastoral support for pupils with trauma as a barrier to their learning (Pastoral Manager and Assistant)</p> <p>Bareppa Farm – animal therapy</p> <p>Surf School Autumn 1 and Spring 2, Summer Term</p> <p>Completion of nurture area in school – school garden, chicken run, greenhouse</p>	<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/education-evidence/teaching-learning-toolkit</p> <p>https://www.traumainformedschools.co.uk/our-mission</p>	<p>1 & 4</p>
<p>Provide extra-curricular opportunities for disadvantaged pupils to develop motivation,</p>	<p>As above in addition to supporting in providing kit and equipment to disadvantaged pupils to enable their access of these activities</p> <p>https://www.traumainformedschools.co.uk/our-mission</p>	<p>1 & 4</p>

aspiration and increase attendance	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (Physical interventions)	
Close monitoring of attendance of disadvantaged pupils/regular Attendance Clinics led by Education Welfare Officer.	<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/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (Parental engagement)</p>	1

Total budgeted cost: £ 97,000

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 2020 to 2021 academic year.

- Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021
- Catch up tuition for phonics – 67% of Y2 disadvantaged pupils passed phonics screening in December 2020. This increased to 100% when children were reassessed in June 2021 in preparation for screening in December 2021.
- 88% of disadvantaged pupils in Y1 (20-21) passed the practice screening check in June 2021 in preparation for the December screening. All were in receipt of one to one phonics catch up tuition
- Maths catch-up tuition - in school assessments (PUMA) showed significant progress for some disadvantaged pupils.e.g in Y4, 15 pupils out of 17 are now at expected, 4 are at greater depth. However, further gap analysis shows deficit in number fluency (see actions above for the coming phase)

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Education
Number Stacks	Number Stacks
PowerMaths	Pearson

Further information (optional)

- Reading intervention – appointment of a Library Assistant in October 2021 who will focus on reading with the lowest 20% of pupils in each year group (specifically targeting disadvantaged pupils). In addition to this, all members of SLT have 3 disadvantaged children they read with weekly.