

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	411
Proportion (%) of pupil premium eligible pupils	15.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21 - 24
Date this statement was published	05.02.24
Date on which it will be reviewed	30.09.24
Statement authorised by	Mark Lloyd, Headteacher
Pupil premium lead	Mark Lloyd
Governor / Trustee lead	Chris Rogers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,920
Recovery premium funding allocation this academic year	£8,327
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£111,247

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 '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:

- Providing pupils with high-quality teaching and learning.
- Ensuring that teaching and learning opportunities meet the needs of all of the pupils.
- 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 disadvantaged pupils.	<ul style="list-style-type: none">• Attendance of disadvantaged pupils is in line with non-disadvantaged pupils.• Attendance of disadvantaged pupils is above the national figure for disadvantaged pupils.

<p>Disadvantaged pupils meet age-related expectations in reading.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils in Reception read 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 screening check (PSC). • Disadvantaged pupils in Year 2 (who did not pass the PSC in Year 1) pass the PSC. • Disadvantaged pupils become fluent readers by the end of Year 2 (and therefore complete the RWI program of study). • Disadvantaged pupils in Year 2 and Year 6 achieve the expected standard in KS1 and KS2 SATs tests. • Disadvantaged pupils in Years 3 - 5 achieve age-related expectations in reading (demonstrated in PIRA assessments).
<p>Disadvantaged pupils make similar progress and achieve as well as non-disadvantaged pupils in maths, relevant to their starting points</p>	<ul style="list-style-type: none"> • 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 Year 2 and Year 6 achieve the expected standard in KS1 and KS2 SATs tests. • Disadvantaged pupils in Years 3 - 5 achieve age-related expectations in reading (demonstrated in PUMA assessments).
<p>Develop the range of extracurricular activities available for pupils to increase motivation and participation in lessons and therefore improvement attainment</p>	<ul style="list-style-type: none"> • 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.

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: £ 30,000

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
Develop a new teaching and learning framework (underpinned by the EEF five-a-day), coupled with a new coaching model to drive teaching and learning.	<p>EEF blog: The Five-a-day approach: How the EEF can support EEF (educationendowmentfoundation.org.uk)</p>	3
Training new staff in RWI approaches and ensuring that all staff knowledge is accurate and consistent through RWI development days	<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

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

Budgeted cost: £ 20,000

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: £ 60,000

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</p> <p>Establishing a nurture base for children with SEMH/SEND who are vulnerable</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, aspiration and increase attendance</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (Physical interventions)</p>	<p>1 & 4</p>
<p>Close monitoring of attendance of</p>	<p>Direct correlation between poor attendance and poor academic progress and national data reflect that</p>	<p>1</p>

disadvantaged pupils/regular	<p>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</p> <p>(Parental engagement)</p>	
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Total budgeted cost: £ 110,000

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 2022 to 2023 academic year.

Early Years

- 75% of pupils made a Good Level of Development (GLD)
- 71% of disadvantaged pupils made a Good Level of Development (GLD)

Year 1 Phonics Screening Check (PSC)

- 85% of pupils passed the PSC
- 67% of disadvantaged pupils passed the PSC

KS1 Teacher Assessments

	Expected Standard	Disadvantaged Expected
Reading	80	36
Writing	69	27
Maths	78	36

Year 4 Multiplication Tables Check

- Average pupil score: 21
- Average disadvantaged pupil score: 17
- Percentage achieving full marks: 38%
- Percentage of disadvantaged pupils achieving full marks: 50%

KS2 SATs (Teacher assessment in writing)

	Expected Standard	Disadvantaged Expected
Reading	94	80
Writing	86	70
Maths	86	60

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Education
Number Stacks	Number Stacks
PowerMaths	Pearson
Phonological Awareness	CELT SEND team