

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 Meriadoc Church of England Infant School Academy
Number of pupils in school	166 (with nursery = 224)
Proportion (%) of pupil premium eligible pupils	36% (not including nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Bethan Anderson Headteacher
Pupil premium lead	Matthew Goad Assistant Headteacher
Governor / Trustee lead	Lewis Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63, 197
Recovery premium funding allocation this academic year	
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	£63, 197

Part A: Pupil premium strategy plan

Statement of intent

At St Meriadoc CofE Infant Academy, we have high aspirations and ambitions for our pupils and believe that all learners should be able to reach their full potential in a safe and inclusive environment. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed. We are determined to provide the support and guidance they need to help them overcome their barriers and lead to leading full and active lives. Parental engagement is key to removing barriers for our pupils so we work closely to build relationships with parents and carers to improve outcomes for our children and families. In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum. Common barriers to learning for disadvantaged pupils that staff at St Meriadoc CofE Infant Academy have identified include:

- o Attendance/punctuality issues
- o Complex home issues
- o Less adult support at home
- o Low self-esteem
- o Social, emotional, mental health difficulties
- o Behavioural difficulties
- o Trauma related difficulties

All staff at St Meriadoc CofE Infant Academy are committed to ensuring that all of our disadvantaged pupils, regardless of ability, receive teaching that is at least good in every lesson and that disadvantaged children who have fallen behind their peers with similar starting points, receive frequent intervention and daily support. We encourage all of our children to take part in our wide range of extra-curricular activities on offer.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

We ensure that all of our pupils are ready to learn and offer access wraparound care, support with uniform, subsidised trips and residential costs. We have a full-time Family

Liaison officer who works closely to support parents/carers and their families to access support both in school and the wider community. To ensure good mental health and well-being for our pupils we ensure our pupils have access to a qualified TIS practitioner who can offer 1:1 and group support.

Challenges

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

Challenge number	Detail of challenge
1	We have identified that our disadvantaged pupils' mental health and wellbeing needs support in order for pupils to be 'school or learning ready'
2	We have identified that our disadvantaged pupils need more support with their speech and language
3	We have identified that our disadvantaged pupils have made less progress in reading, writing and maths during the school closure periods
4	We have identified that our disadvantaged pupils have limited opportunities, knowledge and experiences to support their learning across the wider curriculum
5	We have identified that for some of our disadvantaged pupils attendance and punctuality can be a significant issue, that inevitably impacts on pupil progress in all areas of their school life

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
1. All pupils can access their school provision and successfully take part in their learning journeys. They have the learning behaviours and strategies to support their ability to access all areas of the curriculum, including extracurricular provision.	Pupils are 'learning ready' and have the necessary strategies and support to access the curriculum on offer. Pupils can access extra-curricular provision that enhances their learning experience. Pupils benefit from experiencing educational visits, including residential visits, to enhance their learning. Pupil voice reflects that pupils feel valued and have a positive attitude towards school and their learning.

<p>2. Improved speech and language is evident for disadvantaged pupils, including in the nursery settings.</p>	<p>Improved speech and language evident. Percentage of disadvantaged pupils passing Year 1 phonics check is at least in line with National Average.</p>
<p>3. Improved progress and attainment in Reading, Writing and Maths for disadvantaged pupils.</p>	<p>Percentage of disadvantaged pupils passing Year 1 phonics check is at least in line with National Average. End of KS1 Reading results meet or exceed the National Average. 4 At least good progress is evident from pupils' starting points.</p>
<p>4. Pupils have a broad base of knowledge to apply to their learning journeys which will deepen their understanding.</p>	<p>Pupils take part in relevant and memorable educational visits. Pupils can apply their learning to subjects in the wider curriculum provision. Pupils social and emotional needs are met and developed. Pupils are better prepared for the next stage in their education.</p>
<p>5. Improved attendance and punctuality, including a reduced number of persistent absentees among our disadvantaged pupils.</p>	<p>Attendance of disadvantaged pupils is in line with non-disadvantaged pupils. The number of persistent absentees is reduced for disadvantaged pupils. Pupils arrive at school on time and ready to learn.</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: £ 14, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD and relevant resources for programmes used for pupils (subscriptions, etc) Precision teaching Read, Write, Inc S&L training Power Maths MAT subject lead network meetings Subject leadership Evidence based research through National College NPQ courses Maths Hub lead	High quality CPD for staff allows them to ensure specific subjects and therefore the wider curriculum is well planned and offers progression across EYFS and key stage 1. Programmes used to motivate and inspire pupils and support their learning. R, W, Inc programme used	2, 3, 4
R, W, Inc Lead provides monitoring and support to ensure the programme is delivered consistently and effectively		2, 3, 4

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

Budgeted cost: £ 15, 197

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants to lead targeted interventions for reading – R, W, Inc	EEF – phonics programmes and intervention EEF – reading comprehension activities	2,3,4

Times table rockstars and numbots programme	EEF – mastery learning approach	3
Purple Mash programme – including staff training/CPD	Embed computing skills across the curriculum – ensure pupils are aware of online safety and prepared for next step in their school journey	4

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

Budgeted cost: £33, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Liaison Officer – provides support for pupils and their families. Point of contact for families, whilst working alongside external agencies such as EWO	EEF – Parental Engagement EEF – Social and Emotional Learning	1, 5
TIS practitioners – two practitioners who provide nurture group provision and TIS support for individuals	EEF – Social and Emotional Learning Evidence shows pupils who have experienced ACEs in their past need 1 7 time to support their mental health and wellbeing.	1
Teaching Assistant to lead Fun Fit programme for targeted intervention	EEF – Arts Participation EEF – Behaviour intervention	1, 2, 3, 4, 5
Educational Welfare Officer – full SLA with county	EEF – Parental Engagement	5
Financial support to families to ensure pupils can participate in the full curriculum and all provision the school has to offer	EEF – Social and Emotional Learning	4

Total budgeted cost: £ 63,197

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.

Internal school data shows that some pupil premium children achieved lower than expected at reading, writing and maths. The difference between pupil premium and non-pupil premium children achieving the expected standard (averaged across KS1) was –29% in reading, -30% in writing and –18% in maths. Compared to the last available national data (2019), achievement of the expected standard for pupil premium children was 10% lower in reading and 7% lower in writing than the national average for pupil premium children but 4% higher in maths.

In terms of progress, when averaged across KS1, pupil premium children made better progress than non-pupil premium children in writing and maths but less progress than non-pupil premium children in reading.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times tables Rockstars	Times tables Rockstars
Purple Mash	2Simple
Read, Write, Inc	RWInc, Ruth Miskin – Oxford Owl
Power Maths	Pearson Active Learning

