

St Merryn School 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 Merryn
Number of pupils in school	125
Proportion (%) of pupil premium eligible pupils	12% (16 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Three Year Plan (2021-2024)
Date this statement was published	December 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Kaye Pitcher
Pupil premium lead	Alison Brook
Governor / Trustee lead	Kelly Dennis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,485
Recovery premium funding allocation this academic year	£2320
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	£22805

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use our Pupil Premium allocation to improve outcomes for all of our disadvantaged pupils in order that their backgrounds do not form a barrier to them achieving success.

Our current Pupil Premium strategy aims to ensure that when the children leave St Merryn in Year 6, they are well-rounded citizens with a love of learning that they will take forward on the next steps of their journey. We will ensure that all of our disadvantaged pupils have equal opportunities to improve their cultural capital and life experiences, which they will remember for the rest of their lives. They will have excellent knowledge to draw on and the emotional resilience to overcome barriers along the way.

By ensuring that our disadvantaged children are always at the forefront of everything that we do, we know that we will ensure that no child slips through the net.

Challenges

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

Challenge number	Detail of challenge
1	Our rigorous and on-going monitoring of attendance shows that over half of our disadvantaged pupils are missing too much school (53% with below 95% attendance in December 2021)
2	Our on-going monitoring suggests that we need to stay focussed on phonics/reading and spelling as a high priority
3	Our on-going monitoring suggests that SEMH is still a major barrier to learning for many of our disadvantaged pupils due to low self-esteem and emotional vulnerability.

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
<p>All disadvantaged children have an attendance record above 95%, moving towards 97% - this includes lateness, which is recorded daily.</p>	<p>Attendance for all disadvantaged pupils is an improving picture. School will be quick to address any slippage. Records will be updated monthly and assessed by the SLT.</p>
<p>All disadvantaged children will leave St Merryn as confident and enthusiastic readers and spellers.</p>	<p>End of Key stage data and formative and summative phonics screens show that disadvantaged children make as good if not better progress than their non-disadvantaged peers.</p> <p>Reading for Pleasure continues to show progress in reading and vocabulary for the older children and there is no gap at the end of KS2 between disadvantaged and non-disadvantaged pupils in the Teacher assessment and SAT outcomes.</p> <p>Improvements in reading and spelling have a knock-on effect on the quality of writing and disadvantaged children make at least good progress with their writing as a result.</p>
<p>All disadvantaged children are supported through our TIS work to ensure they have an excellent level of resilience and the tools to address the social and emotional barriers to learning that they face as they grow and develop.</p>	<p>Pupil surveys show that the children feel supported in school.</p> <p>Staff training is on-going and they feel confident to support children who are experiencing trauma. This is reflected in the pupil surveys.</p> <p>Disadvantaged children show emotional resilience in their learning and are not afraid of challenge</p> <p>The secret buddy system ensures that all children feel supported and know that there is an emotionally available adult they can talk to.</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: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Accelerated Reader as a reading tool to encourage an incentive around reading for pleasure, improved vocabulary and more robust monitoring in this area of the curriculum (including whole staff CPD and training).	Accelerated Reader: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader	2,3
Access to all Ruth Miskin RWinc training online including training materials and online videos for catch-up Literacy leads phonics training and action plan Whole school phonics training Bi-weekly training for all staff with phonics/catch up groups with KS1 literacy lead	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3
Continue to purchase the high quality texts used and enjoyed in whole class shared reading.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	2,3
Continue to support parents	https://educationendowmentfoundation.org.uk	1,2,3

<p>with their children's learning at home through ensuring they are reading regularly using the newly purchased book bag books and AR reader once they have progressed from RWinc. Continue to provide reading forums yearly.</p>	<p>.org.uk/public/files/Publications/ParentalEngagement/EEF Parental Engagement Guidance Report.pdf</p>	
<p>Personal development – Embed the role of librarian and encourage the children to take responsibility for the organisation and stock keeping of the library – Ensure DP are represented in these roles. Carry out surveys of book choices and ensure all DP (Y2 – 6) are consulted in this process</p>		2,3

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular (Monday pm) release time for KS1 literacy lead and phonics teaching staff to identify and allocate interventions</p>	<p>https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2
<p>Read Write inc phonics subscription and online support for CPD</p>		

Purchase support materials for phonics staff to ensure they have a fully accessible toolkit for swift targeted interventions.		2
Daily 1:1 targeted phonics intervention (time limited) for those children who are falling behind SEN intervention for all children who fail to catch up to assess next steps	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	2,3
Regular (half termly) phonics assessments by the KS1 literacy lead ensure children are making swift progress in their phonics	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping	2
Regular formative and summative assessments (Y2 – Y6) allow staff to identify and support children who are falling behind with their reading (AR quizzes and star reader as well as termly PIRA tests)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,3

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

Budgeted cost: £6485

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>PP budget to be used to support children to be able to attend all trips and residential. (40%)</p>	<p>Opportunities for Extra-Curricular and Enrichment Activities (Pg19):</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/PotentialForSuccess.pdf</p>	<p>1,3</p>
<p>Ensure that all parents of DP children are supported to attend all meetings and offer alternatives for those for who transport is an issue (e.g., the children who come to school on the taxi)</p> <p>All DP are given first option to receive additional support with outdoor clubs and activities e.g., free bike service, sports activities, leadership roles</p>	<p>Opportunities for Extra-Curricular and Enrichment Activities (Pg19):</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/PotentialForSuccess.pdf</p>	<p>1,3</p>
<p>Safeguarding and attendance leads meet regularly to scrutinise attendance data – specifically looking for patterns of absence, illness and lateness.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=Attendance</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	<p>1,3</p>
<p>TIS practitioner continue to support in 1:1 sessions and to work with teachers and TAs who are working with children needing longer term nurture</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1,3</p>
<p>Train a new TIS practitioner to fulfil increased need (Completed</p>		<p>1,3</p>

November 22)		
Planned time for TIS lead and practitioners to meet and ensure records are kept		1,3
Purchase gardening equipment to be purchased to enhance outdoor learning as a form of therapy and sensory intervention Flowers and herbs to be planted and used for sensory work	https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-016-2941-0	

Total budgeted cost: £22485

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 2021 to 2022 academic year.

For 21-22 our top priority continued to be to address social and emotional needs and to ensure that children were supported in school wherever possible.

We are a Trauma Informed School and the whole staff is trained to identify pupils' behavioural changes and personalise their approach to match pupil need to add additional support as required. There are now two qualified TIS practitioners in the school. These adults enable children to address negative self-referencing and to help them move towards positive life narratives. Where pupils are requiring individualised TIS support, the TIS practitioners work directly with the child or provides specific training and supervision to staff undertaking the work. Need for vigilance around pupils' emotional wellbeing and having emotionally available adults at school generally as well as access to TIS practitioners. All DP children have a member of staff who will check in at least weekly.

We have changed the way the staff provide extracurricular activities to include some during the lunch hours. This enables all children who travel by taxi, to attend clubs that they were previously to.

The sensory room has been restocked with consumable resources and therapeutic books have been purchased. Nurture sessions take place in this calm, supportive environment away from the hustle and bustle of the school.

Our RSHE scheme (Jigsaw) sessions continue to run weekly on a Friday afternoon and children value this quality time to address personal and social issues that affect them all. Books have been purchased to highlight the 'protected characteristics' and these are used throughout the school and in assemblies.

DP children in Year 6 had catch up sessions in writing to support them in reaching ARE by the end of the year.

All RWinc practitioners are supported through the Ruth Miskin training. Staff receive weekly bitesize training with our phonics lead so that they are up to date with current methodology to ensure high quality delivery in all lessons.

Senior Leaders scrutinise attendance data and have high expectations for all children in the school.

Quality texts continue to be used successfully across the school in shared reading during literacy lessons and the bookseller from Padstow works with the school to

develop a love of reading.

Phonetically decodable books that were purchased for KS1 to take home in their book bags have resulted in excellent phonics results for the Year 1 pupils.

All children identified as falling behind in phonics continue to receive quality catch-up support.

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
Nessy	Nessy Learning
TTRock Stars/Numbots	Maths circle
Jigsaw	Jigsaw PSHE ltd
Accelerated Reader	Renaissance
TIS training	Trauma Informed Schools UK

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.