

Pupil premium strategy statement – St Meriadoc Nursery and Infant Academy

This statement details our school’s use of pupil 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	172 including nursery and pre-school)
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023/2024 – 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sarah Wilkins, Headteacher
Pupil premium lead	Matthew Goad
Governor / Trustee lead	Luke Wilkes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84, 690
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£84, 690

Part A: Pupil premium strategy plan

Statement of intent

At St Meriadoc CofE Infant & Nursery Academy, we have high aspirations for all of our pupils. We believe that all pupils should be given the opportunity to reach their full potential in a safe, happy and inclusive environment.

We strongly believe that all of our children can flourish and succeed with the right support at the right time. We are committed to removing barriers that prevent a child in reaching their full potential.

We strongly recognise the importance of working with parents to support children's learning and the positive impact this can have on a child's development and well-being. We welcome our parents to be part of their child's school journey and actively encourage them to become involved in school life. We seek to remove any barriers that may prevent parents and carers from engaging with school.

We understand that not all of our children have had the experiences and opportunities that some other children of similar age may have had. To help close this gap and widen our children's experiences we offer a wide range of educational trips and visits. We know that many of our pupils learn best through these lived experiences.

Our curriculum has been carefully designed to ensure that our pupils are prepared for the next stage of their education, ready to contribute positively to their communities and thrive in modern Britain. Our goal is to ensure that no child is left behind, socially or academically because of disadvantage.

Common barriers to learning for disadvantaged pupils that staff have identified include:

- Attendance/punctuality issues
- Adverse childhood experiences
- Complex home issues
- Less adult support at home
- Low self-esteem
- Social, emotional, mental health difficulties
- Behavioural difficulties

All staff at St Meriadoc CofE Junior 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.

We ensure that all our pupils are ready to learn and offer access to free breakfast provision through the DFE's National Breakfast Program.

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 to wrap around 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	Some of our disadvantaged pupils also have difficulties with their social, emotional, and mental health needs. When some of our disadvantaged pupils come to school, they are not ready to learn.
2	Vocabulary acquisition and children's oracy skills continue to be a concern for some children from disadvantaged backgrounds (often linked with speech and language delays in their younger years). Our observations show these groups of children tend to use less subject specific vocabulary and tend to contribute less in class.
3	At the end of KS1 (SUMMER 2025) our disadvantaged children did not perform as well as our non-disadvantaged children.
4	We understand that children learn through experiences. Our contextual research shows us that some of our disadvantaged children have limited

	experiences of the wider world around them. This makes learning more difficult for some of our pupils as they do not have the experiences to build upon and make connections with.
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. Any disadvantaged child that has difficulties with regulating their social, emotional and mental health is well supported so that all pupils can access their school provision and successfully take part in their learning journeys. Children have the support, space and tools to regulate their emotions. They have the learning behaviours and strategies to support their ability to access all areas of the curriculum, including extracurricular provision.	<p>Pupils are 'learning ready' and have the necessary strategies and support to access the curriculum on offer. Pupil voice reflects that pupils feel valued and have a positive attitude towards school and their learning.</p> <p>Disadvantaged children who need further emotional support receive support from our TIS-trained staff, either on a 1:1 basis or in small nurture groups.</p> <p>SENDCo works closely with teachers to support delivery of quality-first teaching for fully inclusive classrooms.</p> <p>Strong links are built with outside agencies and professionals to deliver the best possible support for our disadvantaged children.</p>
2. There is improved levels of oracy and vocabulary for our disadvantaged children, allowing them to take an active part in their learning in school. Increased confidence in oracy will see disadvantaged children participate fully in the classroom and use their voice to shape their own school experiences.	<p>Continuation of successful 'First Words Together' programme in the two-year-old nursery to engage families and their children in the power and importance of oracy and developing vocabulary.</p> <p>Roll-out of 'Early Words Together' – the follow-on programme for the three and four-year-old nursery to ensure that gains made with children at two are built</p>

<p>Newly focused curriculum maps identify the important vocabulary for each stage of learning in each subject. With strong teaching, all disadvantaged children will develop their understanding of the vocabulary they need to thrive in the curriculum.</p>	<p>upon successfully before they start in Reception.</p> <p>Children from Reception to Year 2 have clear knowledge and understanding of the specific topic-based vocabulary to enable them to build sequentially upon prior vocabulary knowledge as they move through the school.</p> <p>Use of 'My Turn Your Turn' and 'Talk to your partner' as a talk strategies in every classroom to build experience and confidence in oracy for all disadvantaged children.</p>
<p>3. The gap in achievement in writing at the end of KS1 between disadvantaged and non-disadvantaged children will narrow (Summer 2025) 82% all compared to 60% disadvantaged.</p> <p>More of our disadvantaged children will meet the expected standard for writing at the end of KS1</p> <p>Writing and mark making will be exciting and inspiring and a core part of the provision across our Early Years settings in which all disadvantaged children will take part.</p>	<p>Our writing results at the end of KS1 continue to improve. The percentage of disadvantaged pupils achieving the expected standard in writing improves so that the gap between them and non-disadvantaged children falls from 21%.</p> <p>Our disadvantaged children will achieve above the national disadvantaged percentage.</p> <p>Mark-making strategies in the Early Years lead to a sustained improvement in outcomes at the end of the EYFSP for all children.</p> <p>Disadvantaged children in the Early Years are targeted for mark-making support and opportunities with well-trained staff.</p>
<p>4. Disadvantaged pupils enjoy a wealth of curriculum-based experiences that help them to build connections in their learning. They will go on trips and visits that widen their cultural knowledge and expose them to experiences that every childhood should have. The broad and balanced curriculum ensures that disadvantaged children have the same opportunities to learn and gain</p>	<p>Visits are clearly linked to the curriculum areas and topics, giving disadvantaged children the chance to grow and link their knowledge.</p> <p>Pupils take part in relevant and memorable educational visits. Pupils can apply their learning to subjects in the wider curriculum provision.</p> <p>The intent and desired impact of curriculum-linked visits is clear and obvious and will support disadvantaged</p>

knowledge of the world around them as everyone else.	children to fully engage with the curriculum.
5. Improved attendance and punctuality, including a reduced number of persistent absentees among our disadvantaged pupils.	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. The Family Liaison Officer and Assistant Headteacher hold frequent attendance clinics to support families. Partnership with EWO is strong and regular meetings are held for advice and support.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD and relevant resources for programmes used for pupils (subscriptions, training etc): Precision teaching, Read, Write, Inc, S&L training, White Rose 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 with resources available for use at home as well.	2, 3,
R, W, Inc Lead provides monitoring and support to ensure		2, 3,

the programme is delivered consistently and effectively		
---	--	--

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

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,
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	3, 4
First Words Together / Early Words Together	EEF – Communication and Language approaches in Early Years shown to have high impact (+7 months).	1,2

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

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	EEF – Social and Emotional	1

provide nurture group provision and TIS support for individuals	Learning Evidence shows pupils who have experienced ACEs in their past need time to support their mental health and wellbeing.	
Educational Welfare Officer – full SLA with county. Agreement with Peninsula Educational Welfare Officers.	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

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Phonics results summer 2025 66.7% of disadvantaged children achieved expected standards in phonics screening test compared to 88.2% non-disadvantaged.

Although this is in line with National disadvantaged at 66.8%.

EYFS- Percentage of pupils achieving the expected overall Good Level of development in Early Learning Goals was 78.8% This was above National at 68.3% and above Cornwall at 70.4%. 77.8% of FSM children achieved GLD and 79.4% of non FSM children.

Externally provided programmes

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

Programme	Provider
Purple Mash	2Simple
Read, Write, Inc	RWInc, Ruth Miskin – Oxford Owl
White Rose Maths	White Rose Education
Place Value of Punctuation and Grammar	Grammarsaurus

Service pupil premium funding (optional)

*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***

The impact of that spending on service pupil premium eligible pupils

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 funding.