

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 Junior School Academy
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 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	Rebecca Kirkbride Deputy Headteacher
Governor / Trustee lead	Lewis Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93, 486
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	£93,486

Part A: Pupil premium strategy plan

Statement of intent

At St Meriadoc CofE Junior School, 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 Junior School have identified include:

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

All staff at St Meriadoc CofE Junior School 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 reading
3	We have identified that our disadvantaged pupils have made less progress in writing and maths during the school closure periods – this is reflected nationally
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 extra-curricular 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.
2. Improved progress and attainment in Reading for disadvantaged pupils. Pupils read for pleasure.	End of KS2 Reading results of disadvantaged pupils meet or exceed the National Average. At least good progress is evident from pupils' starting points. Pupils have developed a love of reading and can utilise their skills across the curriculum.
3. Improved progress and attainment in Writing and Maths for disadvantaged pupils.	End of KS2 Reading results of disadvantaged pupils meet or exceed the National Average. At least good progress is evident from pupils' starting points.

<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, including residential. 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: £33, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher and Teaching Assistant to support group interventions and to supply cover for staff to provide targeted intervention and support	EEF – Teaching Assistant Interventions and Small group tuition Targeted provision allows pupils misconceptions to be acknowledged	2, 3, 4
Staff CPD and relevant resources for programmes used for pupils (subscriptions, etc)	High quality CPD for staff allows them to ensure specific subjects and therefore the wider curriculum is well planned and offers progression across key stage 2.	2, 3, 4
Precision teaching Power Maths MAT subject lead network meetings Subject leadership Evidence based research through National College NPQ courses	Programmes used to motivate and inspire pupils	

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

Budgeted cost: £20, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support across reading, writing and maths groups – targeted interventions dependent on need identified in pupil progress meetings, led by a qualified teacher	EEF – small group tuition and 1:1 intervention early reading skills, particularly for children from disadvantaged backgrounds.	2, 3, 4
Teaching Assistants to lead targeted interventions for reading and spelling	EEF – phonics programmes and intervention EEF – reading comprehension activities	2, 3, 4
Nessy Programme for reading and spelling support		
Times table rockstars programme	EEF – mastery learning approach	3

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

Budgeted cost: £39, 486

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Liaison Officer – provides support for pupils and their families. Point of	EEF – Parental Engagement EEF – Social and Emotional Learning	1, 5

contact for families, whilst working alongside external agencies such as EWO		
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 time to support their mental health and wellbeing.	1
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: £114, 740

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.

Internal data shows that some of the disadvantaged pupils achieved lower than expected, particularly in writing and maths.

The difference between pupil premium and non-pupils premium achieving the expected standard (averaged across KS2) was – 23% in reading, -19% in writing and -18% in maths. Compared to the last available national data (2019), achievement of the expected standard of pupil premium children was below the national average in reading, writing and maths.

The impact of lockdowns and distance learning has impacted our pupils. SMJ continues to support our pupils in a variety of ways including: careful planning, with an immediate focus on social and emotional learning and mental health and wellbeing. The TIS practitioners and Family Liaison Officer works closely with pupils and their families.

A new Behaviour plan has been implemented and a significant difference has been made on the impact low level behaviours can have on learning.

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 table Rockstars	TT Rockstars
Nessy- Reading and spelling programme	Nessy
Spelling shed	EdShed
Accelerated Reader	Renaissance
Power Maths	Pearson Active Learning

