

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	213
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 – 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2025
Statement authorised by	Sarah Wilkins Headteacher
Pupil premium lead	Rebecca Kirkbride Deputy Headteacher
Governor / Trustee lead	Lewis Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,193
Recovery premium funding allocation this academic year	£10,875
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	£115,068

Part A: Pupil premium strategy plan

Statement of intent

At St Meriadoc CofE Junior 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 Junior 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 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.

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	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 continues 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	Attainment of disadvantaged children in writing at the end of summer 2023 was significantly lower across KS1 than 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
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<p>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>	<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>
<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>Children from Year 3 to Year 6 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>2. The gap in achievement in writing at the end of KS2 between disadvantaged and non-disadvantaged children will narrow (25% gap compared to 22% national in Summer 2023).</p> <p>More of our disadvantaged children will meet the expected standard for writing at the end of KS2.</p>	<p>Our writing results at the end of KS2 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 25%.</p> <p>Our disadvantaged children will achieve above the national disadvantaged percentage.</p> <p>Disadvantaged children are given targeted support in school.</p>
<p>3. 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</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, including residentials. Pupils can apply their</p>

<p>curriculum ensures that disadvantaged children have the same opportunities to learn and gain knowledge of the world around them as everyone else.</p>	<p>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 children to fully engage with the curriculum.</p>
<p>4. 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. 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.</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: £ *[insert amount]*

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, 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 key stage 2. 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 the programme is delivered consistently and effectively		2, 3,

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants to lead targeted	EEF – phonics programmes and intervention	2,3,

interventions for reading – R, W, Inc	EEF – reading comprehension activities	
Times table rockstars	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	3, 4

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

Budgeted cost: £ *[insert amount]*

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 17 times 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: £

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.

Averaged across KS2, the percentage of Pupil Premium children working at or above the Expected standard was below 2023 national KS2 results for Pupil Premium children in reading, writing and in maths. Averaged across KS2, the gap between school Pupil Premium children and national results for Non Pupil Premium children was only 16% in reading, only 23% in writing and 34% in maths.

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
White Rose Maths	White Rose Education

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.