

Pupil premium strategy statement

School overview

| Metric | Data |
|---|---------------------------------|
| School name | St Meriadoc CofE Junior Academy |
| Pupils in school | 233 |
| Proportion of disadvantaged pupils | 33% |
| Pupil premium allocation this academic year | £102, 045 |
| Academic year or years covered by statement | 2020-21 |
| Publish date | September 2020 |
| Review date | July 2021 |
| Statement authorised by | Kelly Caplin |
| Pupil premium lead | Bethan Anderson |
| Governor lead | Kelly Caplin |

Disadvantaged pupil progress scores for last academic year (2019/ 20)

| Measure | Score |
|---------|---|
| Reading | Due to Covid lockdown 2019/20 data is unavailable |
| Writing | |
| Maths | |

Strategy aims for disadvantaged pupils 2020/ 21

| Measure | Activity |
|-------------------------|--|
| Priority 1 – Reading | Ensure all pupils continue to make good progress from their starting points and increase the number of pupils who achieve GDS to be at least in line with National |
| Priority 2 – Maths | Ensure all pupils continue to make good progress from their starting points and increase the number of pupils who achieve GDS to be at least in line with National |
| Priority 3 – Writing | Ensure all pupils continue to make good progress from their starting points and increase the number of pupils who achieve GDS to be at least in line with National |
| Priority 4 – Curriculum | Ensure provision across the wider curriculum supports pupils learning and allows them |

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| | opportunities to develop a broad range of skills and knowledge |
| Priority 5 – return to school/ catch up | Ensure all pupils transition back to school is smooth, with a focus on their mental health and wellbeing as well as academic ‘catch-up’ where necessary |
| Priority 6 – Attendance | Improve attendance of disadvantaged pupils, so it is in line with the national average or above (96% +) |
| Barriers to learning these priorities address | <p>Percentage of PP pupils achieving GDS in R, W and M and combined is lower than National (2019)</p> <p>Pupils can confidently utilise their skills and knowledge across a range of subjects and areas of learning</p> <p>Some PP pupils have poor attendance and fall into the Persistent Absentee category – impact on learning (2019)</p> <p>Impact of Covid lockdown period and disengagement for some pupils during this time</p> |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|--------------------|-------------|
| Progress in Reading | 6(+) points a year | July 2021 |
| Progress in Writing | 6(+) points a year | July 2021 |
| Progress in Mathematics | 6(+) points a year | July 2021 |

Targeted academic support for current academic years

| Measure | Activity |
|----------------------|--|
| Priority 1 - Reading | <p>Pupils are well supported with all stages of reading – phonics, decoding, fluency, comprehension and reading for pleasure through:</p> <p>Staff training – R, W, Inc</p> <p>Quality texts and resources to be purchased</p> <p>Phonic intervention program – training and staffing</p> <p>Reading support – member of staff employed to support reluctant or infrequent readers</p> <p>Accelerated Reader program</p> |
| Priority 2 – Maths | <p>Teacher support – catch up program</p> <p>Intervention groups – staff training</p> <p>Maths program subscription</p> |

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| Priority 3 – Writing | Spelling intervention program – training and staffing Support for smaller group teaching Spelling program subscription Experiences to enrich pupils’ learning/ writing – visitors/ visit opportunities |
| Priority 4 – transition back to school/ catch-up if required | Access to TIS trained staff and key members of staff for pastoral support (Family Liaison Officer) Forest school program Access to quality first teaching and feedback – cover to ensure teachers can deliver this (Maths, writing and reading interventions) in small group and 1:1 situations – provided by qualified teacher Tutoring where appropriate |
| Barriers to learning these priorities address | Pupils’ lack of experiences to enrich their academic learning Pupils’ who still need phonic support when entering the Junior School (for reading and writing/ spelling) Wider range of texts needed for pupils’ to access across curriculum – to inspire pleasure of reading |
| Projected spending | £61,251 |

Wider strategies for current academic year

| Measure | Activity |
|---------|---|
| 1 | Use Educational Welfare Officer, alongside other strategies (such as rewards, incentives and regular communications) to support families with low attendance or persistent absence problems. |
| 2 | Employ Family Liaison Officer to provide support for pupils and families to overcome barriers to learning and attendance. Also to provide support with transition back to school. |
| 3 | Employ a Trauma Informed Schools Practitioner to support pupils with a targeted intervention to overcome barriers to learning. Additional adult to run social and emotional intervention groups/ individual sessions to support TIS program. |
| 4 | Subsidise educational visits and residential activities. |
| 5 | Allow opportunities for pupils to take part in enriching activities, that allow them to further develop their social skills, emotional wellbeing and behaviour for learning skills. |

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| Barriers to learning these priorities address | Support for families with attendance, pupil engagement, mental health and wellbeing. Pupils are well supported, emotionally, in school and able to access their learning. Pupils can access educational visits and a range of learning opportunities. |
| Projected spending | £40,794 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|---|--|
| Teaching | Less PP pupils achieving GDS in R, W and M (and combined) than National | Group to be monitored regularly by HT and Y6 teachers. Pupils progress monitored from starting points and appropriate pupils targeted. |
| Targeted support | Staff knowledge of up to date phonics | All teaching and support staff to take part in Phonics training update. Reading and English leads to monitor use of this and impact of intervention. |
| Wider strategies | Poor parental engagement historically, in relation to attendance. | HT and EWO to hold termly attendance clinics, send out traffic light letters and use prizes for pupils. Monitor pupils with poorest figures and keep line of communication open/ encourage engagement through support. |

Review: last year's aims and outcomes

| Aim | Outcome |
|--|---|
| Ensure all pupils continue to make good progress from their starting points and increase the number of pupils who achieve GDS in Reading to be at least in line with National. | Pupil progress meetings and tracking showed that some PP pupils made good progress and were achieving GDS standards Intervention groups were used to support targeted pupils |
| Ensure all pupils continue to make good progress from their starting points and increase the number of pupils who achieve GDS in Writing to be at least in line with National | Pupils accessed high quality resources and individual feedback during lockdown – |

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| <p>Ensure all pupils continue to make good progress from their starting points and increase the number of pupils who achieve GDS in Maths to be at least in line with National</p> | <p>these were made available in a variety of ways, so all could access.</p> <p>Due to Covid lockdown end of year data is unavailable</p> |
| <p>Ensure provision across the wider curriculum supports pupils learning and allows them opportunities to develop a broad range of skills and knowledge</p> | <p>Curriculum has been reviewed and is now broad and balanced, offering opportunity for pupils to gain, consolidate and apply new skills and knowledge.</p> <p>Progression ladders support pupils learning/ progress in wider curriculum areas.</p> <p>Due to Covid lockdown, no year groups were able to attend planned residential opportunities.</p> |
| <p>To increase the percentage of pupils achieving the combined GDS standard at the end of KS2 to be in line with or above the national average</p> | <p>Intervention groups were in place up until February half term; pupils involved were showing good progress</p> <p>Data unavailable due to Covid lockdown.</p> |
| <p>Improve attendance of disadvantaged pupils, so it is in line with the national average or above (96% +)</p> | <p>Traffic letters and work with EWO had started to show an improvement for pupils' attendance.</p> <p>Whole school and persistent absenteeism had improved up to February half term.</p> <p>Family Liaison Officer has provided ongoing support for pupils and families, during term time and lockdown period</p> |