



Don't let anyone look down on you because you are young. Be an example to all believers in what you say, in the way you live, in your love, your faith and your purity. 1 Timothy 4:14

Pupil premium strategy statement 2019-2020

School overview

Metric	Data
School name	St Mary's C of E School, Truro
Pupils in school	214
Proportion of disadvantaged pupils	14.48
Pupil premium allocation this academic year	£40,920
Academic year or years covered by statement	2019-2020
Publish date	Autumn 2019
Review date	Spring 2020
Statement authorised by	Mrs Nicola Bray
Pupil premium lead	Anna Spencer and Laura Read
Governor lead	Mr Alex Marples

Percentage meeting expected standard at key stage 2 for 2018/2019

Measure	% of St Mary's Disadvantaged Pupils	% of Non-Disadvantaged Pupils Nationally
Reading	80%	78%
Writing	80%	83%
Maths	80%	84%
Reading, Writing and Maths (Combined)	80%	71%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	To maintain the % of PP children meeting the expected standard in Reading, Writing and Maths to ensure that children continue to reach the same standards as their non-disadvantaged peers nationally.
Achieving high standard at KS2	To increase the % of PP children achieving the higher standards in Reading, Writing and Maths to

close the gap between non-disadvantaged peers nationally.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To close the progress gap in reading by the end of KS2	Summer 2020
Progress in Writing	To close the progress gap in writing by the end of KS2	Summer 2020
Progress in Maths	To continue to close the progress gap in maths by the end of KS2	Summer 2020
Phonics	To maintain high levels of attainment in KS1 Phonics Check (top 5% of schools nationally).	Summer 2020
EYFS	To close the gap prior to starting KS1 by giving them tools to communicate and build their vocabulary.	Summer 2020
Develop Whole School Curriculum	To ensure all pupils access a broad and balanced curriculum, developing: prior knowledge, skills, vocabulary and a love of reading.	Summer 2020 (and ongoing)

Targeted academic support for current academic year

Measure	Activity	Why
Fiction Express used in KS1 and KS2	<p>Year 1 to 6 access a new chapter of Fiction Express each week, including a live vote where available.</p> <p>Classes complete a comprehension and a grammar focussed lesson related to the text each week.</p> <p>Working walls feature key vocabulary, indicating spellings using RWI strategies.</p> <p>Children have Fiction Express exercise books to record evidence and for staff to track progress</p> <p>Children have access to accounts at home and can share texts with families.</p> <p>Summer Reads are now set via Fiction Express</p>	To support decoding and comprehension skills in both key stages, as well as to promote reading for pleasure. Exposes children to rich daily vocabulary.
‘Pawesome Patrol’ Reading Skills strategy embedded £300	<p>Literacy Coordinators lead training for staff on inset day</p> <p>Children to identify which Pawesome characters support their reading comprehension.</p>	To enable children to be able to identify which reading skill they need to use to answer comprehension questions.
Reading award system fully implemented £1050	<p>Termly award system, so that there is always another opportunity to earn the reward.</p> <p>School bookshop stocked with appealing books for the ‘star box’ raffle.</p>	To encourage children to read for pleasure. System adapted to make the rewards more ‘short term’, rather than waiting a long time.

	Reading reward system shared with parents	
Reading events to engage parents	Freaky Fiction evening held to enable children and their parents to share in a fun reading event. Staff to read their favourite texts and act as role models.	To develop parental engagement with reading and to share in the love of reading.
Use of rich reading materials across the curriculum £120	Teachers using The Week Junior, National Geographic and New Scientist in lessons Use of non-fiction texts from Education Library Service Staff using picture books across all year groups to match subjects Classrooms feature up-to-date reading spines to ensure appropriately challenging and engaging texts are available. Reading for pleasure timetabled into the day.	To close the vocabulary gap for disadvantaged pupils and to expose them to a wide range of reading materials.
Talk for Writing	Every class' literacy lessons based on the Talk for Writing approach, with mini intervention groups running for children who require additional support (see below).	To develop oracy alongside writing.
Writing Interventions	Small group interventions in classes at the start of the day Precision Teaching in some classes to revisit information daily, to support long term memory development. Mini-Interventions in literacy lessons Additional teacher for writing in Year 6 for curriculum writing	To support children with basic grammatical structures and spelling, whilst also participating in whole class lessons.
Verbal Feedback in literacy	Marking policy being redeveloped into a Feedback Policy, to provide focussed feedback for pupils to respond to. Live marking and flexible groupings also used.	To provide specific, clear and efficient feedback to pupils which will move learning forward. To reduce teacher workload +8 on EEF Toolkit
Mastery Approach	Maths Coordinators lead training for Mastery Approach across the school. All children participating in lessons and supported to reach the same end goals. Focus on fluency, reasoning and problem solving, using a range of resources to support and stretch.	+5 on EEF Toolkit Sets high expectations within a low threat environment.
Power Maths £2000	Provides high quality teaching and assessment materials to use in lessons. Supports teachers with delivering quality first teaching and supports teacher subject knowledge	To ensure that pitch and expectation are accurate. To support the reduction of teacher workload
Specialist Maths Teacher £3829.17 - Y6	Provides expert subject knowledge in Years 5 and 6. Reduces ratios to approximately 1:10 in UKS2 for maths	Small group support is proven to support progress (EEF +4)

£3829.17 - Y5		
Online Tools £830	IXL - used at the start of each day for Year 6 pupils NumBots - across Key Stage One TT Rockstars - Y2-6 Reading Eggs - 1:1 where needed Tapestry - EHCP	To engage pupils using online resources in a playful and competitive way. Levels of parental engagement with learning will increase
Parental Workshops	Workshops will be run to keep parents up to date with effective strategies for supporting learning at home. Workshops will have crèche facility to support parents with childcare.	The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes
Read, Write, Inc	Systematic phonics programme to support reading and spelling throughout the school. Training provided for all staff, including top up training throughout the year.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading (EEF +4)
Speech and Language £1322.07	EYFS intervention time with pupils in need of S&L support (1:1)	(+5 EEF) To close the gap prior to starting KS1 by giving them tools to communicate and build their vocabulary.
Iris	To make Teacher CPD more effective by providing a tool to improve teacher reflection.	To ensure that teachers have the opportunity to share good practise, meaning teaching remains high quality.
Forest School £693.90	All children will have time to learn in our Forest School. Sessions provide engaging learning in the outdoors, developing opportunities to be active and to collaborate.	Outdoor experiences could have positive impacts on self-confidence, self-efficacy and motivation
One to One £1766.64	One to One tuition for small number of pupils needing more support to learn to swim 25m before leaving primary school. One to One support for maths for children needing a boost in confidence before end of year assessments. One to One support for pupils with PP and SEN who require additional support to engage with maths and literacy.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.
Projected Spend:	£15,740.95	

Wider strategies for current academic year

Measure	Activity	
Trauma Informed School £1016.12	Two TIS Practitioners in school are working with groups of children (including 1:1) to provide planned and specific interventions to develop relationships. Relational interventions specifically	We have recognised that children need to be emotionally secure in order to access learning. This is supported by EEF +4

	designed to enable children to feel calm, soothed and safe.	'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment'
Meet and Greet £2399.32	Emotionally available adults meet some children in the morning before school. In times of emotional need, these adults regulate the children before beginning academic learning.	+2 EEF We have identified that Meet and Greet arrangements support attendance and arrival at school on time to begin the day happily.
Music Lessons £250	School supports some PP children with learning a musical instrument.	Learning to play an instrument stimulates the brain, improving functions like memory and abstract reasoning skills
Trips and Residentials £700	All classes will participate in learning outside of the school grounds throughout the year. Trips will be varied to enable all PP children to: -Visit somewhere new and exciting -Develop their independence on a residential (Bristol/Nine Ashes)	To support PP children with achieving The Top Ten Things To Do Before You Leave St Mary's. To develop a sense of awe and wonder
Wraparound Care and Extra-Curricular Clubs £2100	School subsidises the cost of Breakfast and After School Club for some PP children. Children are encourage to participate in the wider life of the school. It is hoped that all PP children participate in a club throughout their time at school. Clubs for a range of subjects, activities and interests are provided to meet individual preferences.	To ensure that children are able to have a calm start/end to school and have time for a nutritional meal. To support working parents Evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes.
Communication with parents	Use assemblies, newsletters, flyers, website, text messages and Facebook to communicate with parents. Involvement in Curriculum Conversations Invitations to IEP meetings and Parents' Evenings	The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes +3 EEF
Easter School? £500		
Projected Spend	£11,165.02	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Time for professional development	Plan in regular PP updates in staff meeting. Plan in IRIS sessions in staff meeting.

	<p>Resources for supporting Quality First Teaching</p> <p>Time and support for interventions</p> <p>Maintaining high levels of staff wellbeing</p>	<p>Plan time to meet and liaise with stakeholders</p> <p>Prioritised on SDP</p> <p>Use of the Research Basket to be up to date with pedagogy</p> <p>Share learning from training to all staff</p> <p>Use of HLTAs to cover sessions</p> <p>Moderation meetings to support early identification of children who require support.</p> <p>Wellbeing coordinator to continue to provide supervision sessions each half term.</p>
Targeted support	<p>Time for small group interventions</p> <p>Staff to keep up to date with CPD</p>	<p>PP Coordinators to ensure that interventions are prioritised (£4199.58)</p> <p>Staff to attend training where required.</p>
Wider strategies	<p>Maintaining high levels of parental attendance at events/meetings</p>	<p>Use of communication tools (text, Facebook)</p> <p>Support parents with childcare through crèche facilities</p> <p>Meet and Greet with parents on the doors in the mornings</p> <p>Open Door Policy</p>

Review: last year's aims and outcomes - See separate document, published on school website.

Current projected spend: £26,905.97