



*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 4:12*

## Pupil premium strategy statement 2020-2022

### School overview-

Metric	Data
School name	St Mary's C of E School, Truro
Pupils in school	209
Pupils in receipt of Pupil Premium	43
Proportion of disadvantaged pupils	20.31%
Pupil premium allocation this academic year	£54,120 (as of January 2021 census)
Academic year or years covered by statement	2020-2022
Publish date	Autumn 2020
Review date	Spring 2022
Statement authorised by	Mrs Nicola Bray
Pupil premium lead	Mrs Anna Spencer and Mrs Laura Read
Governor lead	Mr Alex Marples

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

**Note: Due to the cancellation of SATs in 2020 and 2021, this data applies to the last cohort which were formally assessed**

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 (adjusted from 2021 due to cancellation of end of Key Stage Testing)
Progress in Reading	To close the progress gap in reading by the end of KS2	Summer 2022
Progress in Writing	To close the progress gap in writing by the end of KS2	Summer 2022
Progress in Maths	To continue to close the progress gap in maths by the end of KS2	Summer 2022
Phonics	To maintain high levels of attainment in KS1 Phonics Check (top 5% of schools nationally).	Summer 2022
EYFS	To close the gap prior to starting KS1 by giving them tools to communicate and build their vocabulary.	Summer 2022
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 2022 (and ongoing)


## Targeted academic support for current academic year

	Activity	Why
<b>Reading Ipads- £6,828.17</b> <b>Reading Eggs and Reading Express: £1230.55</b>  <b>Accelerated Reader: £7,011.89</b>	<p>School is undergoing a review of reading and investments in reading materials are being made. We have invested in 64 new Apple iPad's to enable children to access online reading tools, such as Reading Eggs and Accelerated Reader. These are on a rental agreement over 3 years with a total cost of £20,484.52. The annual cost is £6,828.17</p> <p>Accelerated Reader Reading Express Reading Eggs</p>	(+6 EEF) Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.
<b>'Pawesome Patrol' Reading Skills strategy embedded</b>	<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.
<b>Reading award system fully implemented</b>	<p>Termly award system, so that there is always another opportunity to earn the reward.</p> <p>Reading reward system shared with parents</p>	To encourage children to read for pleasure. System adapted to make the rewards more 'short term', rather than waiting a long time.
<b>Reading events to engage parents</b>	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. This event will be virtual, during Covid-19 restrictions.	To develop parental engagement with reading and to share in the love of reading.
<b>Use of rich reading materials across the curriculum</b>	Teachers using magazines in class. Including: National Geographic Kids, National Geographic and Aquila. We are also looking into Eco Kids which would link with our Eco Schools application.	To close the vocabulary gap for disadvantaged pupils and to expose them to a wide range of reading materials.

<b>£310 per year</b>	<p>Use of non-fiction texts from Education Library Service</p> <p>Staff using picture books across all year groups to match subjects</p> <p>Classrooms feature up-to-date reading spines to ensure appropriately challenging and engaging texts are available <a href="http://www.booksfortopics.com">www.booksfortopics.com</a> supports with this.</p> <p>Reading for pleasure timetabled into the day.</p>	
<b>Talk for Writing</b>	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.
<b>Writing Interventions</b>	<p>Small group interventions in classes at the start of the day</p> <p>Precision Teaching in some classes to revisit information daily, to support long term memory development.</p> <p>Mini-Interventions in literacy lessons</p>	To support children with basic grammatical structures and spelling, whilst also participating in whole class lessons.
<b>Verbal Feedback in literacy</b>	Marking policy being redeveloped into a Feedback Policy, to provide focussed feedback for pupils to respond to. Live marking and flexible groupings also used.	<p>To provide specific, clear and efficient feedback to pupils which will move learning forward.</p> <p>To reduce teacher workload</p> <p>+8 on EEF Toolkit</p>
<b>Mastery Approach</b>	<p>Maths Coordinators lead training for Mastery Approach across the school.</p> <p>All children participating in lessons and supported to reach the same end goals.</p> <p>Focus on fluency, reasoning and problem solving, using a range of resources to support and stretch.</p>	<p>+5 on EEF Toolkit</p> <p>Sets high expectations within a low threat environment.</p>
<b>Power Maths</b>	<p>Provides high quality teaching and assessment materials to use in lessons.</p> <p>Supports teachers with delivering quality first teaching and supports teacher subject knowledge</p>	<p>To ensure that pitch and expectation are accurate.</p> <p>To support the reduction of teacher workload</p>
<b>Specialist Maths Teacher</b>	<p>Provides expert subject knowledge in Years 5 and 6.</p> <p>Reduces ratios to approximately 1:10 in UKS2 for maths</p>	Small group support is proven to support progress (EEF +4)
<p>£3,829.17- Y6</p> <p>£3,829.17 -Y5</p>		
<b>Online Tools</b>	<p>IXL (£399) - used at the start of each day for Year 6 pupils</p> <p>NumBots (£50) - across Key Stage One</p> <p>Maths Seeds (£649.68) – EYFS and KS1</p> <p>Mathletics (£649.68) – Y3-Y6</p> <p>TT Rockstars (£50) - Y2-6</p>	<p>To engage pupils using online resources in a playful and competitive way.</p> <p>Levels of parental</p>
<b>£3,028.91</b>		

	<p>Reading Eggs/Reading Eggspress (1,230.55) – Whole School</p> <p>Seesaw for whole school and their families (purchased a premium version during Covid-19 pandemic to ensure that school could support families easily and that parents can get in touch easily).</p>	<p>engagement with learning will increase</p>
<b>Parental Workshops</b>	<p>Workshops will be run to keep parents up to date with effective strategies for supporting learning at home.</p> <p>Workshops will have crèche facility to support parents with childcare.</p> <p>*Virtual alternatives will be planned during Covid restrictions For example: Phonics support</p>	<p>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</p>
<b>Read, Write, Inc</b>	<p>Systematic phonics programme to support reading and spelling throughout the school. Training provided for all staff, including top up training throughout the year.</p> <p>No formal phonics assessments in 2021</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading (EEF +4)</p>
<p><b>Speech and Language</b></p> <p>£1,322.07</p>	<p>EYFS intervention time with pupils in need of S&amp;L support (1:1)</p> <p>Nuffield Early Language Intervention (NELI) - Teaching Assistant taking part in a research project which will provide support to a group of EYFS pupils.</p>	<p>(+5 EEF) To close the gap prior to starting KS1 by giving them tools to communicate and build their vocabulary.</p>
<p><b>Forest School</b></p> <p>£693.90</p>	<p>All children will have time to learn in our Forest School.</p> <p>Some children will have further opportunities to visit Forest School for nurture sessions. 'Forest School Adventurers'.</p> <p>Sessions provide engaging learning in the outdoors, developing opportunities to be active and to collaborate.</p>	<p>(+4 EEF) Outdoor experiences could have positive impacts on self-confidence, self-efficacy and motivation.</p>
<p><b>Catch-Up/1:1/Intervention</b></p> <p>£2,400- swimming</p> <p>£957.29- additional group sessions</p> <p><b>Total: £31,441.12</b></p>	<p>One to One tuition for small number of pupils needing more support to learn to swim 25m before leaving primary school.</p> <p>During Covid-19 pandemic, children in Y3 and Y4 have attended a 2 week intensive swimming programme. Impact to be updated in July, when lessons are complete.</p> <p>One to One support for maths for children needing a boost in confidence before end of year assessments.</p> <p>National Tutoring Programme for reading in Y3 (starting September), Y4 and Y5</p> <p>One to One support for pupils with PP and SEN who require additional support to engage with maths and literacy.</p> <p>Additional group sessions for maths in Y3,Y4 and Y5 led by our maths specialist teacher (mastery learning).</p>	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>Recent research as part of the National Tutoring Programme suggests that 1:3 tuition can be as effective. NTP sessions are held as 1:3 groups.</p> <p>(+5 EEF) Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved.</p>

## Wider strategies for current academic year

	Activity	
<p><b>Trauma Informed School £1,016</b></p>	<p>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 designed to enable children to feel calm, soothed and safe.</p> <p>TIS display updated in the Learning Support room to provide staff with prompts when supporting children.</p> 	<p>We have recognised that children need to be emotionally secure in order to access learning. This is supported by EEF +4</p> <p>'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'</p>
<p><b>Meet and Greet</b></p> <p><b>£2,399.32</b></p>	<p>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.</p> <p>During Covid-19 Pandemic, arrangements were made for classes to be dropped off and picked up via their classroom door. This has meant all children have had their class teacher and TA have been able to emotionally regulate children before starting learning.</p>	<p>+2 EEF</p> <p>We have identified that Meet and Greet arrangements support attendance and arrival at school on time to begin the day happily.</p>
<p><b>Music Lessons</b></p> <p><b>£250</b></p>	<p>School supports some PP children with learning a musical instrument.</p> <p>This includes Rocksteady, where we have an additional funded place.</p>	<p>Learning to play an instrument stimulates the brain, improving functions like memory and abstract reasoning skills</p>
<p><b>Trips and Residentials</b></p> <p><b>£640 spent, up to June 2021 (will be more for Bristol in September)</b></p>	<p>All classes will participate in learning outside of the school grounds throughout the year.</p> <p>Trips will be varied to enable all PP children to:</p> <ul style="list-style-type: none"> <li>-Visit somewhere new and exciting</li> <li>-Develop their independence on a residential (Bristol/Nine Ashes – cancelled in 2021 due to closure)</li> </ul> <p>During the Covid-19 Pandemic, we were able to reorganise a residential for our Y4 and Y6 children to BF Adventure.</p>	<p>To support PP children with achieving The Top Ten Things To Do Before You Leave St Mary's.</p> <p>To develop a sense of awe and wonder</p>
	<p>School subsidises the cost of Breakfast and After School Club for some PP children.</p> <p>Children are encouraged 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.</p> <p>During the Covid-19 Pandemic, class teachers have run a club for their class to avoid children from different bubbles mixing.</p>	<p>To ensure that children are able to have a calm start/end to school and have time for a nutritional meal.</p> <p>To support working parents</p> <p>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.</p>

<p><b>Communication with parents</b></p> <p><b>Seesaw- £941.60</b></p> <p><b>Total: £5,246.92</b></p>	<p>Use assemblies, newsletters, flyers, website, text messages, Seesaw and Facebook to communicate with parents.</p> <p>Involvement in Curriculum Conversations – on hold during the pandemic, due to restrictions.</p> <p>Invitations to IEP meetings and Parents' Evenings – adapted to be virtual during the pandemic.</p> <p>During the Covid-19 Pandemic, teachers completed settling in sessions with the parents via phone conversations. In the Summer term, teachers completed parents evenings via Microsoft- Teams or face to face.</p>	<p>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.</p>
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**Monitoring and Implementation**

Area	Challenge	Mitigating action
<b>Teaching</b>	<p>Time for professional development.</p> <p>Resources for supporting Quality First Teaching.</p> <p>Time and support for specific interventions</p> <p>Maintaining high levels of staff wellbeing</p>	<p>Plan in regular PP updates in staff meeting. Plan time to meet and liaise with stakeholders</p> <p>Prioritised on SDP Use of the Research Basket to be up to date with pedagogy Share learning from training to all staff</p> <p>Use of HLTAs to cover sessions 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>
<b>Targeted support</b>	<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</p> <p>Staff to attend training where required.</p>
<b>Wider strategies</b>	<p>Maintaining high levels of parental attendance at events/meetings</p>	<p>Use of communication tools (text, Facebook, Seesaw, Blogs) Support parents with childcare through crèche facilities Meet and Greet with parents on the doors in the mornings Open Door Policy (adapted during Covid).</p>

**Total projected spend: £36,688.04**

**Review: last year's aims and outcomes**

Due to the Coronavirus Covid-19 Pandemic, a full review of Pupil Premium impact on academic outcomes for 2020-2021 has not been possible. We have, however, reviewed the impact of PP spending and provision throughout the school closures. This can be viewed [here](#), on our website.