

Pupil premium strategy statement – 2022-2025

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Mary's C of E School, Truro
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	(37 pupils) 17.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2022
Date this statement was reviewed	Autumn 2024
Date on which it will next be reviewed	Autumn 2025
Statement authorised by	Mrs Louise Stevenson (Headteacher)
Pupil premium lead	Mrs Anna Spencer
Governor / Trustee lead	Mr Simon Treganowan

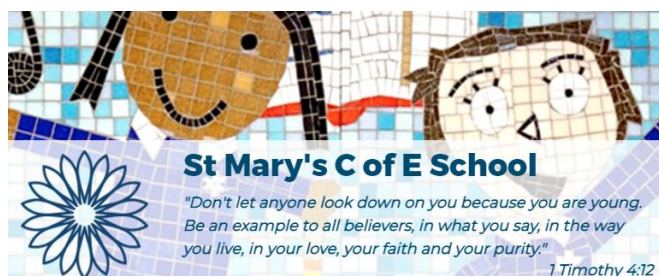
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,210
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£66,210

Part A: Pupil premium strategy plan

Statement of intent

'You are never too young to make a difference'



Our school vision is that 'you are never too young to make a difference', and the school community aspires for all children to flourish. Through implementing this Pupil Premium Strategy, we intend for all children eligible for the pupil premium to achieve their full potential.

We recognise that not all children who receive the Pupil Premium Grant will be socially disadvantaged and we also recognise that not all children that are disadvantaged are eligible for free school meals. As a result, we allocate some pupil premium money to ensure that all children have their needs met. We organise teaching and learning at St Mary's in a way that meets the individual needs of all children.

When making decisions about using Pupil Premium funding, the school considers the context of the school and the consequent challenges faced. Using knowledge of the school, its context and situation, along with research conducted by the EEF, supports the strategy to be developed. EEF research states that, "The attainment gap is the most stubborn test facing English schools". The impact of the pandemic also suggests that "primary aged pupils have significantly lower achievement in both reading and maths as a likely result of missed learning and in addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils".

Pupil Premium funding provides funding, with a focus on improving the achievement of children from disadvantaged backgrounds. For disadvantaged pupils at St Mary's, our aim is to ensure their needs are identified and fully met. This includes their social and emotional needs, which is paramount in allowing pupils to make good progress with their learning. Our current pupil premium strategy works towards achieving this objective as it identifies our priorities for PP pupils. Each member of staff knows who the PP pupils are in each class and closely monitors their progress. The progress of PP children is overseen by our SENDCo and Pupil Premium Leader, in collaboration with the Assistant Headteachers and Headteacher. Timely support, whether it is academic or emotional, is provided. Our approach is flexible, depending on an individual child's needs. We work hard to establish good relationships with parents and carers to ensure we can offer support when necessary.

Key principles of our three-year plan include:

- To ensure that all children access high quality teaching and learning opportunities meet the needs of all pupils.
- To provide all children with a curriculum that will support their academic progress.
- To support children's wider development and wellbeing.
- To ensure that appropriate provision is made and delivered in a timely manner for pupils who belong to vulnerable groups.

Through comprehensive implementation of this strategy, we aspire to improve the life chances of all pupils at St Mary's.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments and observation of pupils indicate that our youngest children, in receipt of the PP, typically start school with higher needs regarding their communication skills and vocabulary development. This impacts their social communication and access to the curriculum.
2	End of Key Stage Statutory Assessment results suggest that a lower percentage of children in receipt of PP achieve age-related expectations (and greater depth) in maths, when compared to their peers not eligible for the PP. This impacts children's ability to make progress in the following Key Stage maths curriculum.
3	Observations, assessments and discussions with pupils indicate that reading for pleasure is typically less prevalent amongst our children in receipt of the PP. This impacts vocabulary development, reading age and consequently limits access to the curriculum.
4	Data from extra-curricular club attendance and pupil voice indicate that our children in receipt of PP typically have fewer opportunities to engage in experiences that could prepare them for future success.
5	Attendance data for PP children indicates that the percentage of persistent absentees is higher than that of children not eligible for the PP funding. This impacts children's academic progress and attainment, in addition to their participation in the wider life of the school.
6	Through efficient monitoring of children's behaviours, discussions with families and academic progress, we recognise that a proportion of children in receipt of pupil premium require further support with their mental health and social skills. This impacts attendance, resilience and confidence to engage in the curriculum.

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 children have improved oral language skills and vocabulary.	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among all children. • This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. • Children’s spoken language will become easier for adults and children to interpret leading to better communication of the children’s wants and needs. • Monitoring and learning walks demonstrate access to high quality vocabulary input and oracy development in lessons. • The school will remain in the top 5% of schools, nationally, for Y1 phonics results
(2) Improved maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> • Gaps in children’s knowledge and understanding within The Sunrise Curriculum sequences will be rapidly identified and addressed through high quality interventions. Assessment will be clear on teacher’s assessment webs and • All children will access high quality teaching provision in all year groups. This will be measured via lesson observations and pupil conferencing. • Pupils eligible for Pupil Premium make more progress than ‘other’ pupils to narrow the attainment gap by the end of KS2. • The progress of disadvantaged pupils is in line with national expectations in maths by the end of KS2 in 2024/5. Termly teacher assessments, summative assessments and successful moderation practices will be established.
(2) All children will develop a love of reading	<ul style="list-style-type: none"> • Children will be able to talk about their favourite books and authors, with confidence. This will be evident through observations and pupil voice. • A ‘Recommended Reads’ scheme will be in place that enables staff and children to share their favourite texts

	<ul style="list-style-type: none"> • Reading will be promoted through school displays in communal areas as well as classrooms • Reading Award scheme will continue, to recognise children's effort with reading
(3) All children will have the opportunity to take part in a wide range of experiences outside of the school curriculum	<ul style="list-style-type: none"> • Our 'Top Ten' will be embedded to ensure that all children take part in visits which are outside of the normal school curriculum, before they leave St Mary's. • School trips and wider experiences are subsidised by the pupil premium grant to ensure that all children participate. • The school's outdoor areas (including Forest School) will be maintained to stimulate and support imaginative and active play for all children • The percentage of children involved in extra-curricular clubs will increase (increase from 42.2% Dec 22)
(4) Attendance for all children will improve and PP children's attendance will be 95% or above.	<ul style="list-style-type: none"> • Children's attendance will improve term on term • Families will support school with improving attendance • The percentage of persistent absentees will reduce (28% (12/44) as of November 2022)
(5) All children can regulate their emotions and feel safe in school.	<ul style="list-style-type: none"> • Staff will feel equipped to support children, following SEMH and Attachment training from the Educational Psychology team in January 2023. This will be evidenced in triangulation with staff feedback and observations. • Children will be able to resolve conflict within their friendships using the Jigsaw 'Solve It Together' technique. • Children will make progress with their individual Jigsaw Resilience targets, set and monitored by teachers alongside Forest School Teacher. • Children flourish socially, mentally and academically. This is reflected in pupils been ready for the next stage in their education and in national performance figures. • The school's own evaluations and any internal visit / inspection information show that children feel well supported.

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils		
<p>Regular CPD for all staff. All pupils have access to quality first teaching.</p> <ul style="list-style-type: none"> • Executive functioning • Autism team-reducing cognitive load in speech • Mental health support team training • Interoception OT training • Sensory circuit • PRICE training <p>We will continue to fund ongoing training and teacher release time to lead in their subject.</p>	<p>Large body of research evidence suggests that quality first teaching has a major impact on pupils' progress and has the most impact on the most disadvantaged pupils, including from the Education Endowment Foundation: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>Findings from the "Independent review of teachers' professional development in schools," stated that the most effective schools used innovative ways of providing all staff with high-quality teacher development. These schools had invested in long-term strategic planning, which meant that they were providing staff with a coherent programme of development. This allowed them to provide teachers with a menu of development opportunities, both formal and informal, which was balanced between building pedagogical and subject knowledge. Teachers told us that this was building their confidence and helping them to be responsive to emerging needs in the school in the short term.</p>	1, 2, 5, 6
<p>Sustain the implementation of St Mary's Teaching model. Continue to develop teaching and learning through CPD and amend expectations to reflect new practices. This will include:</p> <ul style="list-style-type: none"> • Rosenshine Principles • Practice testing • Retrieval Practice 	<p><u>Rosenshine Principles</u> Research by Rosenshine demonstrates that curriculum being broken into smaller parts make learning more accessible to all children. https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf</p> <p>The work of Rosenshine, which is further endorsed by Tom Sherrington, will support development of curriculum planning and delivery.</p> <p><u>Practice testing</u> Adesope, Trevisan, and Sundararajan (2017) underscores the significant benefits of practice testing in enhancing learning and retention. Testing not only assesses knowledge</p>	1, 2, 5, 6

<ul style="list-style-type: none"> • Working memory • Formative assessment • Collaborative learning • Metacognition and Self-regulated learning • Dialogic teaching • Scaffolding <p>Sustain the implementation of the school's well-structured and sequenced curriculum.</p> <p>Continue to ensure that is accessible to all and is broad and balanced.</p>	<p>but also reinforces it, leading to improved long-term memory retention. At St Mary's we use low threat/high challenge quizzes of vocabulary and sticky knowledge to encourage active recall and strengthen memory retrieval processes, contributing to more durable learning outcomes.</p> <p><u>Retrieval practice</u></p> <p>Research by Agarwal, Finley, Rose, and Roediger (2017) focuses on retrieval practice, especially its effectiveness for students with lower working memory capacity. At St Mary's we look to include this across lessons, sequences and year groups.</p> <p><u>Working memory</u></p> <p>Baddeley's (2003) research on working memory underscores its critical role in the learning process. Understanding working memory capacity informs instructional strategies by guiding teachers to manage cognitive load effectively. By tailoring tasks to match students' working memory abilities, educators can optimise learning and support cognitive processing. At St Mary's the curriculum content is sequenced into small steps, which in turn is broken down into smaller steps for each lesson following the 'St Mary's Teaching and Learning Model.'</p> <p><u>Formative assessment</u></p> <p>Black and Wiliam's (2009) theory of formative assessment emphasises its pivotal role in providing timely feedback to students, guiding their learning journey effectively. By offering insights into students' understanding and misconceptions, formative assessment facilitates targeted instructional interventions, leading to improved learning outcomes and academic growth.</p> <p><u>Collaborative learning</u></p> <p>Collaborative Learning: Bennett (2015) and the Education Endowment Foundation's (2018) toolkit highlight the benefits of collaborative learning. Group work fosters peer interaction, promotes critical thinking, and enhances communication skills. Collaborative activities encourage active engagement, diversity of perspectives, and shared responsibility, leading to deeper understanding and improved academic performance.</p> <p>Collaborative learning approaches EEF</p> <p><u>Metacognition and self-regulated learning</u></p> <p>Metacognition and self-regulated learning, emphasised in the Education Endowment Foundation's (2017) report, are crucial for students to monitor, regulate, and adapt their learning strategies. Understanding these processes empowers students to take control of their learning journey, leading to improved academic success. At St Mary's we support children to reflect on their learning success and understand which strategies and resources support their learning.</p> <p>Metacognition and self-regulation EEF</p> <p><u>Dialogic teaching</u></p> <p>Alexander's (2017) concept of dialogic teaching encourages open dialogue and active participation in the classroom.</p>	
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	<p>Supported by the Education Endowment Foundation's (2017) evaluation, this approach fosters critical thinking, collaboration, and deeper understanding among students, enhancing overall learning outcomes and engagement. Teachers facilitate discussions by posing open-ended questions and encouraging students to engage in dialogue with each other. Students are encouraged to critically analyse texts or ideas and provide evidence to support their viewpoints. It involves posing a question or problem to students, allowing them time to think individually, then discussing their thoughts with a partner before sharing with the whole class. It promotes active participation and peer interaction.</p> <p>Dialogic Teaching - trial EEF</p> <p><u>Scaffolding</u></p> <p>Van de Pol et al.'s (2015) research highlights the positive effects of scaffolding in the classroom. Scaffolding provides support and guidance to students as they tackle challenging tasks, promoting skill development and confidence. By gradually fading support, scaffolding encourages independence and fosters a sense of accomplishment in students. At St Mary's our teaching model specifies an approach to scaffolding as 'I do, we do, you do'.</p>	
<p>Continue to develop teaching and learning through CPD and amend expectations to reflect new practices.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Prior knowledge • Vocabulary development • Linking key concepts across the curriculum • Weekly Associate teacher training • Worked alongside special partnership trust 	<p><u>Prior knowledge</u></p> <p>Utilising students' prior knowledge, as emphasised by the Education Endowment Foundation (EEF) in reports like "Improving Mathematics in Key Stages Two and Three," enhances learning effectiveness. Cognitive science research, such as Daniel Willingham's work, supports this, advocating for curriculum structures that build upon existing understandings to deepen learning.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p> <p><u>Vocabulary development</u></p> <p>Effective vocabulary instruction, as recommended by the EEF in resources like "Improving Literacy in Key Stage One Guidance Report," is integral to lesson planning. Research by Beck, McKeown, and Kucan on vocabulary acquisition strategies further underscores the importance of explicit vocabulary instruction to enhance language proficiency.</p> <p>Improving Literacy in Key Stage 1 EEF</p> <p><u>Linking key concepts across the curriculum</u></p> <p>Integrating key concepts across subjects, supported by research on interdisciplinary learning, enhances students' understanding of the interconnectedness of knowledge. The EEF's guidance on collaborative learning and metacognition, coupled with broader research on curriculum design, emphasises the value of cross-curricular approaches to foster deeper learning experiences.</p> <p>Collaborative learning approaches EEF</p> <p>Metacognition and self-regulation EEF</p>	<p>1, 2, 3, 5, 6</p>
<ul style="list-style-type: none"> • Purchase of standardised, diagnostic 	<p>School identified that there was a need to have an improved understanding of children's attainment compared to national at an earlier stage. As a result, research into standardised</p>	<p>2, 3</p>

<p>assessments (Reading and Maths)</p>	<p>assessments was carried out and trialled. Following the implementation of Star Reader for reading ages, we purchased Star Maths. White Rose Maths assessments are completed each term and PIRA Reading Assessments These materials provide a rounded picture of children’s attainment and support monitoring progress over time. ‘Diagnostic assessments provide opportunities to reflect on pupils’ thinking, strengths, and weaknesses. They can give useful insights into pupil learning’ EEF.</p>	
<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics, or mastery learning</p>		
<p>Continue to sustain the long-term reading rolling programme for each class, to ensure all children are exposed to a range of high-quality texts.</p> <p>Continued Bi-weekly phonics training for phonics teachers</p> <p>Investment in the library following the DFE reading guidance</p>	<p>At St Mary's School, continuing to implement a reading programme that introduces students to a variety of high-quality texts aligns with these national guidelines and research findings. By fostering a diverse reading environment, the school can enhance student engagement, improve literacy outcomes, and cultivate a lifelong love of reading among its pupils.</p> <p>The reading framework - GOV.UK teaching reading comprehension strategies in key stages 1 and 2.pdf Reading comprehension strategies EEF</p> <p>At St Mary's School, ensuring that all staff are trained in high-quality phonics instruction is crucial to our goal of providing strong foundations for early literacy. Research from the Department for Education's Reading Framework emphasizes the importance of systematic phonics teaching, highlighting its direct impact on early reading success. The Education Endowment Foundation (EEF) also supports the use of evidence-based phonics programmes, which have been shown to significantly improve decoding skills for young learners, especially when implemented consistently and with high fidelity.</p> <p>By providing targeted phonics training to our teachers, we are ensuring that they have the skills and confidence to deliver effective phonics instruction, tailored to meet the needs of all children, including those with additional learning needs. This approach is aligned with St Mary's commitment to supporting every child’s reading development from the very beginning of their educational journey, ensuring that all pupils, regardless of background or ability, make strong progress in their phonics learning and early reading skills.</p> <p>Evidence from a range of sources suggests that reading for pleasure has greater impact on children’s future success than their socio-economic background or previous life experiences.</p> <p>reading for pleasure.pdf How we teach reading at St Mary's School</p>	<p>1,2,3</p>

<p>-Continued, comprehensive training in validated phonics scheme (Read Write Inc.) Regular monitoring and work with the English lead will ensure that there is high quality whole staff training and coaching.</p> <p>-Regular work with RWI consultant to ensure the scheme continues to be implemented with fidelity, monitored closely and that pupils making below expected progress are identified in target setting meetings.</p> <p>-CPD opportunities for Early Reading and Phonics Lead.</p> <p>-Continued opportunities for Early Reading and Phonics coaching.</p> <p>-Use of Ruth Miskin portal for CPD and interventions.</p> <p>-The 2 senior reading leads are out during phonics to monitor and coach phonics teachers.</p>	<p>Based on EEF research, high quality phonics teaching makes high impact for low cost (+5 months).</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Develop continued family learning to support parents.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2, 3</p>
<p>Continued implementation of Mastering Number programme which is now rolled out into lower KS2 as well as KS1.</p> <p>CPD opportunities for staff members teaching Mastering number to see it in action at other schools across Cornwall.</p>	<p>At St Mary's School, the continued implementation of the <i>Mastering Number</i> programme in both KS1 and lower KS2 is a key part of our strategy to improve mathematical understanding for all students. The <i>Mastering Number</i> programme, developed by the NCETM (National Centre for Excellence in the Teaching of Mathematics), is underpinned by research into the importance of early number sense for long-term mathematical success. Studies have shown that a strong foundation in number knowledge in the early years leads to improved problem-solving skills and a deeper understanding of mathematics in later stages of learning.</p> <p>By extending this programme into lower KS2, we are building on this solid foundation and ensuring that children continue to develop their fluency, reasoning, and problem-solving abilities. This approach is particularly important at St Mary's, where we aim to address gaps in learning and ensure that all children, including those with additional needs or learning challenges, have access to high-quality, evidence-based mathematical instruction. The <i>Mastering Number</i> programme aligns with our commitment to providing a structured, coherent, and consistent approach to mathematics, enabling every child to make sustained progress and feel confident in their mathematical abilities.</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p>	<p>2</p>

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Activity and resources to meet the specific needs of disadvantaged pupils with SEND		
<ul style="list-style-type: none"> Forest School nurture sessions to develop children's resilience, social communication skills and social emotional and mental health. 	<p>At St Mary's School, we believe that Forest School nurture sessions are an integral part of developing our children's resilience, social communication skills, and supporting their social, emotional, and mental health (SEMH). Research consistently highlights the benefits of outdoor learning and nature-based interventions, with studies showing that engaging in regular outdoor activities fosters emotional regulation, improves self-confidence, and promotes positive social interactions. The Forest School approach encourages children to take risks in a safe and supportive environment, which helps to build resilience and independence.</p> <p>Evidence from the Early Intervention Foundation indicates that nature-based interventions can improve both mental health and well-being for children, particularly for those who face social and emotional challenges. Forest School provides opportunities for children to develop important social skills, such as cooperation, problem-solving, and empathy, all of which are essential for successful social interactions and emotional development. This aligns with St Mary's commitment to nurturing the whole child, providing a holistic approach to learning and emotional growth.</p> <p>EIN063 Edition 1 Links between natural environments learning and health - evidence briefing.pdf</p> <p>By continuing to integrate Forest School nurture sessions at St Mary's, we are providing our students with the tools they need to thrive both academically and personally.</p>	<p>1, 5, 6</p>

<ul style="list-style-type: none"> • Targeted phonics and speech interventions to enable children to make accelerated progress towards age related expectations. <p>Interventions include:</p> <ul style="list-style-type: none"> -Phonics 1-1 fast track tutoring -Children who access the Ruth Miskin portal -Staff member who reads with the bottom 20% -Expressive language intervention -Fresh start intervention with Y5 and Y6 	<p>The school has been using the Read Write Inc approach for several years and has maintained excellent results in the Y1 phonics screening over time. Research into the impact of Read Write Inc for disadvantaged pupils also supports the use of phonics interventions. 'Disadvantaged pupils made, on average, three months more progress than their peers when they participated in RWI.'</p> <p>Read Write Inc. Phonics and Fresh Start EEF educationendowmentfoundation.org.uk</p> <p>At St Mary's School, we are committed to providing targeted phonics and speech interventions to help children make accelerated progress toward age-related expectations. Research consistently shows that phonics instruction is one of the most effective methods for supporting early reading development, particularly for children who are at risk of falling behind. The Reading Framework from the Department for Education highlights the importance of systematic, structured phonics teaching in helping children decode and understand written language, with evidence demonstrating that children who receive focused phonics support make significantly faster progress in reading.</p> <p>Similarly, targeted speech interventions can have a profound impact on children's language development. Studies indicate that early speech and language interventions are crucial for children who face communication challenges, as they help to build essential skills for reading, writing, and social interactions. At St Mary's, we ensure that our interventions are tailored to the individual needs of each child, enabling them to close gaps and accelerate their progress. This approach aligns with national best practices and is designed to help every child reach their full potential.</p> <p>The reading framework Phonics EEF Oral language interventions EEF</p> <p>By focusing on these targeted interventions, St Mary's ensures that our children receive the support they need to progress in literacy and language, ultimately helping them reach age-related expectations and succeed academically.</p>	<p>1, 2, 3</p>
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<ul style="list-style-type: none"> • Therapy Sessions <p>Therapy sessions include:</p> <ul style="list-style-type: none"> -Draw and talk -Music therapy -TIS -Mental health support team therapy sessions -Lego therapy 	<p>School identified a need to support children’s individual needs with music, art, play, family and cognitive behavioural therapy. With the support of external agencies and internal school training, therapy sessions are provided based on needs analysis and diagnostic tools. Impact of sessions is monitored using scales and trackers.</p> <p>Jigsaw Families Programme (jigsawpshe.com)</p> <p>Children & Young People - CLEAR (clearsupport.net)</p> <p>Music Therapy in Cornwall — CMST</p>	<p>5, 6</p>
<ul style="list-style-type: none"> • Multi-dexterity intervention 	<p>At St Mary's School, we are committed to providing multi-dexterity interventions to support children in developing their fine motor skills and coordination, which are essential for academic success. Research has shown that interventions targeting multi-dexterity and fine motor skills can lead to significant improvements in children’s handwriting, drawing, and other classroom tasks that require manual coordination. Studies indicate that early intervention in this area is crucial for children who may struggle with tasks like writing or using tools, and can help build their confidence and independence in the classroom.</p> <p>The Education Endowment Foundation (EEF) highlights the importance of fine motor skill development, noting that these skills are closely linked to children’s overall academic performance, particularly in literacy and numeracy. Additionally, research from the British Educational Research Association has demonstrated that multi-dexterity interventions improve not only motor control but also children’s ability to focus and engage in classroom activities, leading to better overall learning outcomes.</p> <p>At St Mary's, we tailor multi-dexterity interventions to meet the specific needs of each child, ensuring that all pupils have the opportunity to develop the skills necessary to excel in their academic journey.</p> <p>Physical activity EEF</p> <p>Help for early years providers : Fine motor skills</p>	<p>2</p>

Teaching assistant deployment and interventions

<ul style="list-style-type: none"> • Additional TAs • Specialist staff in the nurture room and pod for children with high levels of SEN. 	<p>At St Mary's School, we understand the importance of providing additional support through Teaching Assistants (TAs) and specialist TAs for children with Special Educational Needs (SEN). Research consistently highlights the significant impact that targeted support from trained TAs can have on the academic progress and well-being of children with SEN. Studies have shown that when TAs work in a structured, purposeful way, with specific training and a focus on individual needs, they can enhance learning outcomes, particularly for children who need extra support with literacy, numeracy, and social skills.</p> <p>The Education Endowment Foundation (EEF) has conducted research showing that the most effective use of TAs involves a clear structure, including regular training, specific intervention strategies, and ongoing collaboration with teachers. Their guidance indicates that well-trained TAs can provide a highly beneficial impact, especially when they support tailored, small-group interventions for children with learning difficulties. Additionally, specialist TAs with expertise in areas such as speech and language or autism spectrum disorders can offer invaluable support to children who have more complex needs, helping them to engage more fully with the curriculum and access learning opportunities.</p> <p>At St Mary's, we ensure that our TAs receive regular training and work closely with class teachers and SENCOs to provide targeted interventions that meet the unique needs of each child, creating a more inclusive and supportive learning environment for all.</p> <p>We have recognised that children need to be emotionally secure in order to access learning. This is supported by EEF +4 '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>+2 EEF We have identified that Meet and Greet arrangements support attendance and arrival at school on time to begin the day happily.</p>	<p>1, 2, 5, 6</p>
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	<p>By continuing to invest in additional and specialist TA support, St Mary's ensures that all pupils with SEN receive the tailored, expert support they need to thrive academically and socially.</p> <p>Making Best Use of Teaching Assistants EEF</p> <p>Improving Behaviour in Schools EEF</p>	
One to one and small group tuition		
<ul style="list-style-type: none"> • 1:1 shape coding 	<p>At St Mary's School, we have implemented the Shape Coding approach to support individual SEN children in developing their understanding of grammar and sentence structure. Research shows that visual strategies like Shape Coding are highly effective in helping children, particularly those with language and learning difficulties, to grasp complex grammatical concepts. By using colour-coded shapes to represent different parts of speech, children are able to visually and practically engage with sentence construction, making abstract grammar rules more accessible.</p> <p>Studies, such as those published by the Education Endowment Foundation (EEF), demonstrate that visual learning tools significantly improve language skills and writing outcomes, especially for children with specific learning difficulties or English as an additional language. Shape Coding encourages active learning and boosts confidence, enabling children to better express themselves both orally and in writing.</p> <p>By continuing to use Shape Coding at St Mary's, we ensure that all students, especially those with additional learning needs, develop stronger language skills and a greater understanding of grammar.</p> <p>Grammar and syntax EEF</p> <p>EEF Early Literacy</p>	2
<ul style="list-style-type: none"> • 1:1 small group tuition for maths led by a maths specialist tutor • 1:2 maths lessons for children on an adapted curriculum in Y6 	<p>The school acknowledges that there is a large body of evidence which states that tutoring and small-group tuition is effective. Particularly when it is targeted at pupils' specific needs and led by qualified or expert teachers.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	2

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs		
<ul style="list-style-type: none"> Forest School nurture sessions to develop children's resilience, social communication skills and social emotional and mental health. 	<p>At St Mary's School, we use Forest School nurture sessions to help develop our children's resilience, social communication skills, and support their social, emotional, and mental health (SEMH). Research consistently shows that outdoor learning and nature-based interventions are highly effective in fostering emotional regulation, improving self-esteem, and enhancing social skills. The Forest School approach provides children with the opportunity to take risks, solve problems, and engage in meaningful social interactions in a natural setting, which builds confidence and emotional resilience.</p> <p>Studies from the Early Intervention Foundation show that such interventions are particularly beneficial for children with SEMH needs, helping them manage their emotions and build positive relationships with peers and adults. Additionally, research from Natural England emphasizes the lasting benefits of outdoor education in supporting children's mental health and well-being.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) EIN063 Edition 1 Links between natural environments learning and health - evidence briefing.pdf</p>	5, 6
<ul style="list-style-type: none"> Jigsaw PSHE/RSE 	<p>The school implemented the Jigsaw approach to PSHE and RSE in 2020. Despite having an interrupted implementation due to covid school closures, the approach is now fully embedded into school and the school has achieved Flagship status. Continuing the success of Jigsaw, we are further developing other aspects of the programme, to include developing</p>	5, 6

	children's resilience and our work with families. Jigsaw PSHE The Mindful Approach to PSHE, Well-Being, SEL	
<ul style="list-style-type: none"> Trauma Informed Schools approach 	<p>The school implemented approach in 2018. We believe wellbeing of all is the highest priority. Learning cannot take place if children do not feel safe and emotionally secure. We have implemented a selection of interventions to ensure the relational and emotional health of all.</p> <p>Trauma Informed Schools UK</p>	5, 6
<ul style="list-style-type: none"> Executive functioning intervention 	<p>At St Mary's, our approach to supporting executive functioning is tailored to the needs of our pupils.</p> <p>Research from the Education Endowment Foundation (EEF) highlights the importance of developing executive functioning skills, such as working memory, cognitive flexibility, and self-regulation, to enhance pupils' learning outcomes.</p> <p>Interventions focusing on metacognition and self-regulation are shown to have a significant impact, improving pupils' ability to plan, monitor, and evaluate their own learning (+7 months impact). Additionally, strategies that support working memory, such as breaking tasks into manageable steps and using visual aids, help reduce cognitive load and foster better academic performance. These approaches are embedded in our school's practice to address the underlying skills that support effective learning behaviours, particularly for disadvantaged pupils, ensuring they are equipped to thrive in all aspects of their education.</p> <p>Metacognition and self-regulation EEF</p>	1,2,6
<ul style="list-style-type: none"> Fun fit intervention 	<p>Fun Fit, a key intervention at St Mary's C of E School, Truro, is designed to support pupils with motor coordination difficulties and enhance their physical development, which is closely linked to concentration and executive functioning. The program uses structured activities to develop balance, coordination, and core strength, enabling pupils to access the curriculum more effectively. Research indicates that motor development programs can significantly improve children's physical and cognitive abilities</p>	5,6,2

	<p>(EEF - Physical Activity). At St Mary's, Fun Fit sessions are integrated into the school day to ensure consistency and accessibility for pupils who benefit most from targeted intervention. This approach reflects our commitment to fostering holistic development for all learners.</p> <p>Physical activity EEF</p>	
<ul style="list-style-type: none"> Sensory equipment 	<p>At St Mary's School, we use sensory equipment as part of our approach to support children with sensory processing needs and enhance their focus, emotional regulation, and overall well-being. Research highlights the positive impact of sensory interventions, particularly for children with additional needs such as autism spectrum disorder (ASD), ADHD, and sensory processing difficulties. Sensory equipment, such as weighted blankets, fidget tools, and sensory rooms, can help children self-regulate and improve their ability to engage with learning tasks.</p> <p>Studies have shown that sensory interventions can reduce anxiety, improve attention, and help children manage overwhelming stimuli, ultimately supporting their academic and emotional development. The Education Endowment Foundation (EEF) emphasizes the importance of personalized support for children with additional needs, and sensory equipment is a valuable tool in this regard. At St Mary's, we ensure that sensory equipment is used strategically to create a calm and supportive environment for all children, allowing them to thrive.</p> <p>Special Educational Needs in Mainstream Schools EEF EEF Physical Development</p>	6
<p>SEMH interventions:</p> <ul style="list-style-type: none"> Social skills intervention Konfident kidz intervention Draw and talk 	<p>At St Mary's School, we recognize the importance of social skills interventions in helping children build positive relationships, enhance communication, and improve emotional regulation. Research shows that targeted social skills interventions can significantly benefit children, particularly those with autism spectrum disorder (ASD), speech and language difficulties, or social, emotional, and mental health</p>	6

	<p>(SEMH) challenges. These interventions provide structured opportunities for children to practice and develop key skills such as turn-taking, empathy, and conflict resolution in a supportive environment.</p> <p>Studies, such as those from the <i>Education Endowment Foundation (EEF)</i>, highlight that social skills interventions can lead to improvements in peer interactions, self-confidence, and academic engagement. These programs also support children in managing emotions and navigating social situations, which are essential for overall well-being and school success. At St Mary's, we implement tailored social skills interventions to ensure that every child, regardless of their starting point, has the tools they need to build meaningful connections with others.</p> <p>By incorporating social skills interventions, St Mary's supports children in developing the interpersonal skills that are crucial for their academic and personal success.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF Social and emotional learning EEF</p>	
<ul style="list-style-type: none"> • Price trainer 	<p>At St Mary's School, we recognize the importance of having a trained PRICE (Professional Crisis Management) restraint trainer to ensure that staff are equipped to safely manage challenging behaviours and support children with complex emotional and behavioural needs. Research supports the value of having trained professionals in schools, as well as the positive impact of de-escalation techniques and safe physical intervention when necessary. The PRICE approach emphasizes a combination of proactive strategies, de-escalation, and last-resort physical intervention to ensure that students feel safe, respected, and supported.</p> <p>Studies, including those from The National Autistic Society, highlight the importance of using restraint training programs like PRICE to ensure staff are prepared to manage difficult situations effectively and safely. When used correctly, such training can reduce the need for physical intervention and improve outcomes for children with</p>	6

	<p>social, emotional, and mental health needs. At St Mary's, we prioritize creating a safe and nurturing environment, and having a certified PRICE trainer helps us to meet these goals while supporting the well-being of both staff and students.</p> <p>By ensuring staff are trained in PRICE restraint techniques, St Mary's fosters a safe environment that supports positive behaviour management and promotes emotional safety for all students.</p>	
Extracurricular activities, including sports, outdoor activities, arts, culture and trips		
<ul style="list-style-type: none"> Subsidised residentials and significant trips. Provide further opportunities for pupils to access to wide and rich curriculum experiences in teaching through visits/visitors and other enrichment opportunities. 	<p>These wider curriculum experiences form a key part in our curriculum that seeks to broaden children's cultural capital. By providing financial support to all disadvantaged families we ensure that all pupils have the opportunity to attend residentials and educational visits.</p>	4, 5, 6
Breakfast clubs and meal provision		
<ul style="list-style-type: none"> Breakfast Club/ Stay and Play 	<p>We aim to provide a free, nutritious breakfast or after school snack to children.</p> <p>Breakfast provision provides children with a 'soft start' to the day to ease the transition into school.</p>	5

Total budgeted cost: £66,000

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2021/22 was below the performance of disadvantaged pupils nationally. However, we have noted that the combined (Reading, Writing and Maths) attainment of disadvantaged pupils in KS1 was above the performance of disadvantaged pupils nationally. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was higher than their peers in 2021/22 (94.56 for non-disadvantaged pupils, compared to 93.36% of disadvantaged pupils) and persistent absence was 22.43% for disadvantaged pupils, compared to 11.52% of non-disadvantaged pupils. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. Following our review and our attendance at the OneCornwall and EEF CPD 'Pupil Premium – From Rhetoric to Reality', we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Review of Outcomes in Academic Year 2022-2023

All children have improved oral language skills and vocabulary

Pupils identified in need of additional targeted support received frequent Talk Boost interventions. These pupils had access to frequent small group language support, this is particularly beneficial for children who have been awaiting support from a speech and language therapist.

Pupils identified in need of additional targeted support received 1:1 support from classroom and 1:1 TAs which was regularly reviewed by the NHS Speech and Language Therapist. Some children in need of additional targeted support also received bi-weekly speech and language interventions from a private speech and language therapist. All staff were trained from the communication and support service on '*Thinking together about speech, language and communication needs and SEMH.*' In addition, some 1:1 TAs received training on objects of reference, intensive interaction and shape coding from the communication support team to support children with Education and health care plans.

Improved maths attainment for disadvantaged pupils at the end of KS2.

We have measured children's Scaled Score progress since September. This shows us that children in receipt of the Pupil Premium are making accelerated progress compared to their peers. This is evidenced by the PP cohort making an average +125 scale score points compared to non PP children making an average of +88.8 points across the year.

All children will develop a love of reading

Headline data shows that children eligible for the Pupil Premium are making accelerated progress in reading: Y2: +18 months; Y3 +13 months; Y4 +3 months; Y5 +11 months; Y6 +15 months.

All pupil premium children attended reading events such as Freaky Fiction and World Book Day to develop a love of reading in addition to hearing class novels read daily by their teachers.

All children will have the opportunity to take part in a wide range of experiences outside of the school curriculum

We know and understand the benefits of children participating in extra-curricular clubs, so have analysed the number of children who are attending clubs. 64% of children in receipt of pupil premium participated in extra-curricular clubs.

The St Mary's Top Ten has been fully embedded and the children in Year 6 reviewed their achievements as they came to the end of their journey with us. This was then shared with the school to inspire their peers. Children of all ages could share examples of their progress toward the St Mary's Top Ten.

As we move towards the end of the year, our children in Courage Class have been reflecting on the St Mary's Top Ten Challenge.



Although we could share various examples we decided to include a selection here.

Make an impact on your local environment

We love where we live and care deeply about the environment. Many of us have completed litter picks and beach cleans. RE leaders have contributed to developing our spiritual garden. As a school we all work toward participating in the local Truro in Bloom competition. As part of the Truro in Bloom competition there is also a competition called "In your neighbourhood" run by the Royal Horticultural Society which looks at gardening projects within the local community. The judges were thoroughly impressed not only with our gardening projects, but also in how well the pupils spoke so enthusiastically about what they had been doing as part of their outdoor learning. What incredible ambassadors! Here you can see Younger Leaders and our Running Club went to Daubuz Moor to build weaved fencing, dead hedging, tree planting and laying bark on the pathway surface with Chris Waddle, Countryside Ranger.



Support a global cause

We are courageous advocates and as individuals can name lots of times we have supported different causes. Here we all raised money for the humanitarian crisis in Ukraine. We raised an amazing £269 by wearing blue and yellow! Last year we raised as a school £140 for Red Nose Day another international charity. Others of us supported global causes important to us as individuals at the school's charity fair such as Christian Aid and WWF.



Get involved in your local community

Being part of the area we live in has helped us to feel like we belong. Examples included painting jubilee plates to display at the local nursing home- over the years we've written letters and visited. Some of us this year were speaking on local radio about remembering the Queen. Some of us became Younger Leaders who have completed the Archbishop of York Youth Trust Younger Leaders Award! We have taken part in regular Zoom meetings with Younger Leaders from schools around the Country and have been working to make a difference in their community. We have been raising money for local causes and charities particularly our local foodbank this year. Some of us enjoyed participating in community sports such as our local lawn bowls club and having the Cornish Pirates coming to coach us for tag rugby.



Jubilee Plates for the local care home



Talking on local radio



supporting local causes



Be sea safe and learn to swim and surf

From Year 3 onwards we all worked hard to learn how to swim at least 25m. Once we moved into to Year 5 we started our annual surf lessons. Being sea safe is vital where we live. We understand the role of the lifeguards and how we can keep ourselves safe with our surf lessons and the collective worship where the lifeguards visit each year.



Be a healthy and active role model

We know how to keep ourselves healthy through our curriculum but many of us could share examples of where we demonstrated this in our daily lives. Across our school journey we talked about topics ranging from cooking to exercise to mental health and wellbeing. Here are some examples of us being active in clubs and teams and some more reflective opportunities such as yoga, mental health day and spirituality days. Most recently, we enjoyed our annual sports day where we all come together and acted as role models to our mixed age teams as team captains.





Develop your independence and resilience on a residential trip

We reflect back on our residential back in Year 4 but our thoughts were drawn more to this year visiting Bristol (look in our visiting somewhere new section) and more recently our Y6 camp at BF adventure.



Explore your creativity

The opportunities both inside and outside of school have given us lots of experience of being creative! Most recently, we performed our sensational Matilda Production (see our doing something that makes your proud section) , created fabulous designs for our leavers hoodies and 3D Arctic sculptures. Personal achievements also included music lessons, exams in music and dance and successes in the martial arts. We lived the vision 'you're never too young to make a difference' outside of the school walls, too! Hywel played at Birmingham Symphony Hall as part of Cornwall Superstrings and lots of us performed on the Hall for Cornwall stage to hundreds of people with our local dance school.



St Mary's C of E Truro

★ Favourites · 26 June · 🌐

...

Year 6 are so delighted to have received their Leavers Hoodies this afternoon 🥰 Thank you so much to everyone involved in this making this happen for our lovely leavers.

* [Joanne Nethercott Illustration](#) for interpreting the children's imaginative designs and creating the final image

* [Charlotte West at Creating Waves DPT](#) for our amazing COLOUR printing

* [Friends of St Mary's Truro](#) for coordinating the process and for funding our hoodies... See more



Visit somewhere new and exciting

Looking back through our class blog we could see so many places that were new for us as we grew; Heligan, Eden, and local museums to name but a few. However, nothing compared to our fabulous experience exploring the metropolis of Bristol! We soaked up the history, geography and culture, all whilst making memories to last a lifetime.



Learn outdoors and celebrate nature

You only need to visit the Forest School blog to see how much this has been a part of our life at St. Mary's school. We have been in Forest School every fortnight for most of our school life and appreciated Outdoor Classroom day every year. We have used real tools, lit fires, cooked and celebrated special events and days there. We have spent spirituality days appreciating the awe and wonder of our school grounds. Further afield, we can appreciate the awe and wonder as we have been out in the world around us whether that is at the beach surfing or in our local woods alike.



Do something that makes your proud

We could talk for hours about what has made us proud. We all felt proud of our performance of Matilda. It was incredible. We have also learnt first aid, applied for the National Younger Leaders role, been buddies to the smallest members of the school, school councilors, RE leaders and role models. Some of us were celebrated at the TRLC awards where young people from across TRLC are recognised for their Endeavour under difficult circumstances, Outstanding contribution to others, Academic progress, Community Citizenship and Engagement and Creativity.





Attendance for all children will improve and PP children's attendance will be 95% or above.

The whole school attendance is 93.67%. The biggest impact we have seen this year has been illness contributing to 3.86% of the absences. Of the other reasons children are absent all are below 1% with the next largest percentage being holiday at 0.86%. Comparing attendance for groups of children there is a 2.5% difference between pupil premium attendance and non-pupil premium. Children in receipt of FSM is our lowest group with 90.82%. This is significantly impacted by 2 children who are at 50 and 60% attendance with attendance case studies and EWO involvement and 2 children who are on reduced timetables and attending alternative provision.

Policies and procedures this year have been developed consistently and parents are engaging more with school regarding attendance. Half termly attendance data is now expected by parents via text, letters, phone appointments and face to face appointments all build in response to declining attendance and the school works with families to build good attendance habits. Where necessary we have worked well with our new EWO Tracey McLennan who has been fantastic support.

All children can regulate their emotions and feel safe in school.

The senior leadership team reviewed our behaviour policy to ensure that it reflected the ethos of our school. We believe that positive relationships and a nurturing environment are essential to promoting good behaviour and helping all children thrive. We are committed to creating a school culture that values empathy, respect, kindness, and responsibility, and that encourages every child to develop their full potential. We believe that all children have the right to feel safe, valued, and supported, and that positive behaviour is best achieved through a whole-school approach that involves staff, parents, and pupils.

Staff received SEMH and attachment training from the Educational Psychologist team in January. Staff reported that they felt they had more of an understanding of children's social, emotional and mental health needs and how to support them.

Key staff also received PRICE training to support staff with responding to behaviours of concern from a person-centred approach. The training aims to understand and meet the needs of individuals before difficulties arise, to recognise an individual's early behavioural signs (physical, emotional, communicative). Staff reported that they felt confident that they had the skills and strategies needed to prevent situations from escalating such as de-escalation, diversion, distraction and strategic capitulation as well as the use of breakaway techniques to safely respond to unwanted physical contact.

The SENCO and deputy SENCO also worked with outside agencies, including Kernow SEMH Services to create positive individual behaviour plans that are tailored to each child's individual needs. This ensured that all staff working in the school knew how best to support each child's individual needs and were consistent in the strategies they used.

In our SIAMs inspection on the 17th October 2022, the report stated that:

“the school provides excellent, loving and well-focused support for the individual needs of all its pupils. This empowers them to 'make a difference' and they flourish as independent learners.”

“Staff explain how the Christian vision is based on the Bible passage in 1 Timothy which describes Paul as a mentor to the younger Timothy, guiding him in his ministry. In the same way, staff at every level see themselves as mentors to those in their care, guiding and supporting them so that they flourish. In this way, they provide inspiring and individualised support for all pupils including their emotional and learning needs. This means that pupils flourish in confidence and in their learning. Vulnerable pupils and those with special educational needs and disabilities (SEND) are given outstanding support, which in many cases has transformed their lives. This includes a special, individualised curriculum and space for a sensory learner, excellent support for deaf pupils and an exciting forest school curriculum for all.

Other, individual pupils have also devised and run social action events including a family litter pick and a charity presentation and fund-raising event by a child with SEND. Difference and diversity is celebrated in this school. Vulnerable pupils, and those with SEND have made presentations to the whole school informing them about their disabilities, and have been supported and applauded by pupils for doing so. In these ways, all pupils are enabled to flourish at this school. Inspired by the Christian vision they grow in confidence and resilience as well as making a big difference to those less fortunate than themselves.”

Our strategic monitoring of the spend is also ensuring that we are using up the reserves that we have had and maximising the impact we can have on the children in our care.

We are happy with the strategy to remain in place as per the three-year plan as the progress the children are making demonstrates that we are focusing on the right areas to meet the needs of our children in our community.

Review of Outcomes in Academic Year 2023-2024

All children have improved oral language skills and vocabulary

Reading is priority one on our school development plan. Reading we believe is crucial as not only does it consistently bolster cognitive processes, it supports vocabulary development.

The senior leadership team have developed our own “St Mary’s teaching model” supported by research evidence. Our model directly links to Rosenshine’s principles which emphasise that clear instruction, scaffolding, practice and feedback are essential to support student learning. Within our model we build on prior knowledge through retrieval tasks, we provide regular reviews and develop pupils’ vocabulary through explicit vocabulary instruction to enhance language proficiency. We also pre-teach pupils vocabulary to support them in understanding subject vocabulary.

Pupils identified in need of additional targeted support received a variety of frequent interventions depending on their age and need. An example of one of these is our games intervention. This intervention supported pupils with their oral language and social communication skills.

Pupils identified in need of additional targeted support received: 1:1 support from classroom and 1:1 associate teachers which was regularly reviewed by the NHS Speech and Language Therapist. Some children in need of additional targeted support also received bi-weekly speech and language interventions from a private speech and language therapist. In addition, some 1:1 TAs received training on objects of reference, intensive interaction and shape coding from the communication support team to support children with Education and health care plans.

Overall, in EYFS, 80% of pupils achieved expected standards for communication and language (including speaking; listening, attention and understanding).

Improved maths attainment for disadvantaged pupils at the end of KS2.

In upper KS2, we have had our maths specialist teacher teaching the pupils with the highest need. In year 6, pupils were taught by 2 teachers, including the maths specialist teacher, meaning they could be taught in small groups and tailor teaching towards children’s individual needs.

We ran interventions for pupils identified in need of additional targeted support including: 1:1 support; 1:1 tutoring with Y5 pupils; group interventions for upper KS2; Y4 and Y5 classes completed mastering number interventions; White Rose maths interventions for upper KS2.

Overall, our end of KS2 results showed that 69% of children reached the expected standards, including 80% of pupil premium children.

All children will develop a love of reading

Children across the school made good progress in reading, examples of this include a Y5 pupil who made progress of 3 years and 1 month; in year 3, one child made 2 years 7 months; across the Y3 class, the average progress pupil premium children made was 1 year and 2 months.

All pupil premium children attended our 3 reading events we held this year to create a love of reading: freaky fiction in autumn term; Word Book Day in Spring; A road to adventure in Summer term.

Overall, our end of KS2 results showed that 90% of children reached the expected standards, including 100% of pupil premium children.

In EYFS, we continue to hold phonics as one of our top priorities within reception and the majority of children are on track to meet their end of year target. Our lowest 20% readers received additional sessions and were placed with our most experienced phonics teacher. Developing a love of reading has been a priority with children taking part in the whole school adventure reading event. Children in EYFS spent time with our oldest children to share their love of reading.



And have visited Truro library. They applied for library cards and were able to select some books to take home. Bex also read them 'Charlie Cooks favourite book' .



Overall, 96.6% of pupils met expected standards for the phonics screening check, including 100% of pupil premium children. This is significantly above national average which is 80.9%.

We implemented Fresh Start programme for phonics intervention used by pupil premium children. Significant progress was made as a result including a child who has made a year's worth of progress, another child made 38 months progress. The children who completed the programme standardised growth percentile increased by 96 (expected progress is 50). This progress is because of the implementation of this program.

All children will have the opportunity to take part in a wide range of experiences outside of the school curriculum

We are aware that participation in extra-curricular activities among pupils in receipt of the Pupil Premium has decreased to 48.6%. We recognize the importance of these opportunities in enhancing social skills, confidence, and overall well-being, which are critical for academic success. Moving forward, we will actively work to increase participation by identifying and removing barriers, such as cost or scheduling conflicts, and by promoting the benefits of involvement more widely among families. Research from the Education Endowment Foundation (EEF) suggests that participation in enriching activities can positively impact both academic performance and pupil engagement, which further strengthens our commitment to addressing this decline.

Pupils in Y4,Y5,Y6 went on camp. Years 3,4,5 went swimming.

Attendance for all children will improve and PP children's attendance will be 95% or above.

Pupil Premium Strategy for Improving Attendance at St Mary's Primary School

Context and Rationale: During the 2022/23 academic year, the attendance rate for Pupil Premium (PP) students at St Mary's Primary School was 91.4%. By the end of the 2023/24 academic year, this rate had increased to 93.8%. Among these PP students, 38.8% were also identified as having Special Educational Needs and Disabilities (SEND), with 19.4% having an Education, Health and Care Plan (EHCP). Nationally, the attendance rate for SEND support students was 93.5%, and for those with EHCPs, it was 89.1%, while the attendance for children eligible for Free School Meals (FSM) was 88.9%. Our improved attendance figures surpass these national averages, reflecting the success of our targeted strategy aimed at addressing barriers to attendance and providing tailored support.

Training and Staff Development:

- At the start of the 2023/24 academic year, all staff, including office personnel, were trained on new attendance policies and procedures. The training emphasized the importance of prioritizing attendance as the first task after registration closed each day.
- The Senior Leadership Team (SLT) actively modeled a school culture that promoted a love of learning and worked to identify barriers to attendance, particularly for PP students who also had SEND or an EHCP.
- The SLT also sought out additional training opportunities and stayed updated on current research to inform practices that could further improve attendance rates.

Monitoring and Accountability:

- The SLT regularly tracked attendance data throughout the year, ensuring that all policies and procedures were effectively implemented. Special attention was given to PP students, with monitoring systems in place to support staff in engaging with families whose children's attendance was below the school's expectations.
- Teachers and support staff maintained regular contact with families, especially those with PP students who were also SEND, to discuss attendance issues and provide guidance on overcoming any challenges.
- Ongoing reviews allowed the school to assess the impact of various interventions and make adjustments as needed to ensure continued improvement.

Communication with Families:

- The attendance policy and procedures were communicated clearly to all stakeholders, fostering a shared understanding of the school's expectations.

- Multiple communication channels, including leaflets, emails, text messages, the website, and social media, were used to inform the community about the importance of regular attendance.
- Attendance data was shared at regular intervals with the whole school community. Targeted communications were also sent to families when a student's attendance dropped below set thresholds, outlining next steps and providing information on additional support from external agencies.

Academic Interventions:

- Classroom staff identified students with low attendance and implemented ongoing academic interventions to address missed learning opportunities. These interventions were specifically tailored for PP students who were also SEND or had an EHCP.
- Focused efforts were made to reintegrate these students back into the classroom environment and close learning gaps through targeted support.

Impact: By implementing this strategic blend of activities, St Mary's Primary School successfully improved the attendance rates for PP students, particularly those with additional needs, from 91.4% in 2022/23 to 93.8% in 2023/24. The school created a positive culture around attendance, effectively addressed barriers, and ensured that every child had the opportunity to fully participate in their education, leading to overall improved academic outcomes.

All children can regulate their emotions and feel safe in school.

To ensure all children can regulate their emotions and feel safe in school, we have implemented a range of targeted support programs. Research from the Education Endowment Foundation (EEF) indicates that effective parental engagement can significantly improve pupil attainment, particularly for disadvantaged pupils. Recognizing the impact of involving parents in their child's learning journey, we have enhanced our communication strategies and introduced opportunities for parents to engage directly in school initiatives.

Building on this evidence, we conducted a wellbeing workshop for both pupils and parents, designed to be positively transformational and equip participants with lifelong tools to unlock their potential. The program, underpinned by cutting-edge research, aimed to foster a collaborative approach to emotional well-being and has been successfully delivered in schools around the country.

To further support pupils in developing emotional regulation and feeling secure, we have introduced several targeted interventions. The *Konfident Kidz* program for Key Stage 2 is specifically tailored for neurodiverse children, focusing on social skills and understanding

neurodiversity. Additionally, our participation in the Autism Spectrum Team Forward Thinkers Pilot Program provides a safe, small-group setting where children work on independence, resilience, and essential life skills such as organization and problem-solving.

We have also implemented Lego therapy and Forest School sessions to support pupils in regulating their emotions, building stronger relationships with peers and staff, and enhancing their overall sense of safety and belonging. Through these combined efforts, we aim to create a nurturing environment that promotes both academic success and emotional well-being for all pupils, particularly those in receipt of the Pupil Premium.

The SENCO and deputy SENCO also worked with outside agencies, including Kernow SEMH Services to create positive individual behaviour plans that are tailored to each child's individual needs. This ensured that all staff working in the school knew how best to support each child's individual needs and were consistent in the strategies they used. We have also created strong links with alternative provision to ensure all pupils are regulated and feel safe in school.

During our regular visits from our school improvement partner, in his report he stated that:

- *The school has an excellent programme for pupils' personal development.*
- *The programme covers all requirements for each element of personal development.*
- *The school is a leading practitioner for this aspect and supports other schools.*
- Leaders have inspired subject leaders to create exciting, high-quality initiatives designed to build pupils' knowledge over time.*
- There is positive staff morale, and this creates a positive, caring ethos across the school*
- All children were very proud to be part of St Marys school. They felt that all pupils were treated equally.*

As we approach the final year of our current Pupil Premium strategy, the progress achieved so far demonstrates the effectiveness of targeted interventions and a whole-school approach. Our data reflects that pupils eligible for Pupil Premium funding have made accelerated progress, particularly in areas such as reading and maths, where focused support and evidence-based strategies have been implemented. Notably, the introduction of the "St Mary's teaching model," grounded in research and best practices like Rosenshine's principles, has significantly contributed to enhancing our pupils' learning experiences and outcomes.

While positive strides have been made, the school acknowledges ongoing challenges, particularly in attendance and the social, emotional, and mental health (SEMH) needs of

our disadvantaged pupils. To address these areas, we have strengthened our support systems by implementing specialized programs, such as the Konfident Kidz initiative and Autism Spectrum Team Forward Thinkers Pilot Program, ensuring a safe and nurturing environment for all. Moving forward, we will continue to refine our strategies, building on the progress made and maintaining our commitment to closing the attainment gap, fostering a culture of inclusion, and providing every child with the opportunity to thrive academically and socially.

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
Accelerated Reader	Renaissance Learning
Numbots	Maths Circle Ltd
Mathletics	3P Learning
Reading Eggs	3P Learning
TT Rockstars	Maths Circle Ltd