



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 2019-2020

School overview

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

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

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

Strategy aims for disadvantaged pupils

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

	close the gap between non-disadvantaged peers nationally.
To prioritise the emotional wellbeing of all pupils eligible for the Pupil Premium	To ensure that all pupils eligible for the Pupil Premium are supported in their emotional wellbeing, enabling them to flourish academically and in the wider life of the school.

Teaching priorities for current academic year

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

Targeted academic support for current academic year

Measure	Activity	Why
Fiction Express used in KS1 and KS2	<p>Year 1 to 6 access a new chapter of Fiction Express each week, including a live vote where available.</p> <p>Classes complete a comprehension and a grammar focussed lesson related to the text each week.</p> <p>Working walls feature key vocabulary, indicating spellings using RWI strategies.</p> <p>Children have Fiction Express exercise books to record evidence and for staff to track progress</p> <p>Children have access to accounts at home and can share texts with families.</p> <p>Summer Reads are now set via Fiction Express</p>	To support decoding and comprehension skills in both key stages, as well as to promote reading for pleasure. Exposes children to rich daily vocabulary.
'Pawesome Patrol' Reading Skills strategy embedded	<p>Literacy Coordinators lead training for staff on inset day</p> <p>Children to identify which Pawesome characters support their reading comprehension.</p>	To enable children to be able to identify which reading skill they need to use to answer comprehension questions.

Reading award system fully implemented	<p>Termly award system, so that there is always another opportunity to earn the reward.</p> <p>School bookshop stocked with appealing books for the 'star box' raffle.</p> <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.
Reading events to engage parents	Freaky Fiction evening held to enable children and their parents to share in a fun reading event. Staff to read their favourite texts and act as role models.	To develop parental engagement with reading and to share in the love of reading.
Use of rich reading materials across the curriculum	<p>Teachers using The Week Junior, National Geographic and New Scientist in lessons</p> <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.</p> <p>Reading for pleasure timetabled into the day.</p>	To close the vocabulary gap for disadvantaged pupils and to expose them to a wide range of reading materials.
Talk for Writing		
Verbal Feedback in literacy		
Literacy Logs		
Writing Interventions	<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> <p>Additional teacher for writing in Year 6 for curriculum writing</p>	
Mastery Approach		
Power Maths		
Specialist Maths Teacher		
Online Tools	<p>IXL</p> <p>NumBots</p> <p>TT Rockstars</p>	
Parental Workshops		
Read, Write, Inc		

Parental Workshops		
Oracy		
	Click or tap here to enter text.	
Barriers to learning these priorities address	Click or tap here to enter text.	
Projected spending	Click or tap here to enter text.	

Wider strategies for current academic year

Measure	Activity
Priority 1	Click or tap here to enter text.
Priority 2	Click or tap here to enter text.
Barriers to learning these priorities address	Click or tap here to enter text.
Projected spending	Click or tap here to enter text.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Click or tap here to enter text.	Click or tap here to enter text.
Targeted support	Click or tap here to enter text.	Click or tap here to enter text.
Wider strategies	Click or tap here to enter text.	Click or tap here to enter text.

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