



*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 2020-2021

### School overview-

Metric	Data
School name	St Mary's C of E School, Truro
Pupils in school	209
Pupils in receipt of Pupil Premium	41
Proportion of disadvantaged pupils	19.5%
Pupil premium allocation this academic year	£54,120 (this will be accurate from January 2021 census)
Academic year or years covered by statement	2020-2021
Publish date	Autumn 2020
Review date	Spring 2021
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, 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.
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### Teaching priorities for current academic year

Aim	Target	Target date
<b>Progress in Reading</b>	To close the progress gap in reading by the end of KS2	Summer 2021
<b>Progress in Writing</b>	To close the progress gap in writing by the end of KS2	Summer 2021
<b>Progress in Maths</b>	To continue to close the progress gap in maths by the end of KS2	Summer 2021
<b>Phonics</b>	To maintain high levels of attainment in KS1 Phonics Check (top 5% of schools nationally).	Summer 2021
<b>EYFS</b>	To close the gap prior to starting KS1 by giving them tools to communicate and build their vocabulary.	Summer 2021
<b>Develop Whole School Curriculum</b>	To ensure all pupils access a broad and balanced curriculum, developing: prior knowledge, skills, vocabulary and a love of reading.	Summer 2021 (and ongoing)

### Targeted academic support for current academic year

Measure	Activity	Why
<b>Fiction Express used in KS1 and KS2</b>	<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.
<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>	Termly award system, so that there is always another opportunity to earn the reward.	To encourage children to read for pleasure. System adapted to make the rewards more ‘short term’,

	Reading reward system shared with parents	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.  Use of non-fiction texts from Education Library Service  Staff using picture books across all year groups to match subjects  Classrooms feature up-to-date reading spines to ensure appropriately challenging and engaging texts are available <a href="http://www.booksfortopics.com">www.booksfortopics.com</a> supports with this.  Reading for pleasure timetabled into the day.	To close the vocabulary gap for disadvantaged pupils and to expose them to a wide range of reading materials.
<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>	Small group interventions in classes at the start of the day  Precision Teaching in some classes to revisit information daily, to support long term memory development.  Mini-Interventions in literacy lessons  Writing support sessions for Y6 - exploring the use of Writers Block.	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.	To provide specific, clear and efficient feedback to pupils which will move learning forward.  To reduce teacher workload  +8 on EEF Toolkit
<b>Mastery Approach</b>	Maths Coordinators lead training for Mastery Approach across the school.  All children participating in lessons and supported to reach the same end goals.  Focus on fluency, reasoning and problem solving, using a range of resources to support and stretch.	+5 on EEF Toolkit  Sets high expectations within a low threat environment.
<b>Power Maths</b>	Provides high quality teaching and assessment materials to use in lessons.  Supports teachers with delivering quality first teaching and supports teacher subject knowledge	To ensure that pitch and expectation are accurate.  To support the reduction of teacher workload

<b>Specialist Maths Teacher</b>  <b>£3829.17 - Y6</b> <b>£3829.17 - Y5</b>	Provides expert subject knowledge in Years 5 and 6.  Reduces ratios to approximately 1:10 in UKS2 for maths	Small group support is proven to support progress (EEF +4)
<b>Online Tools</b>  <b>£830</b>	IXL - used at the start of each day for Year 6 pupils NumBots - across Key Stage One TT Rockstars - Y2-6 Reading Eggs - 1:1 where needed Tapestry - EHCP Seesaw for whole school and their families	To engage pupils using online resources in a playful and competitive way.  Levels of parental engagement with learning will increase
<b>Parental Workshops</b>	Workshops will be run to keep parents up to date with effective strategies for supporting learning at home.  Workshops will have crèche facility to support parents with childcare.  *Virtual alternatives will be planned during Covid restrictions For example: Phonics support	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
<b>Read, Write, Inc</b>	Systematic phonics programme to support reading and spelling throughout the school. Training provided for all staff, including top up training throughout the year.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading (EEF +4)
<b>Speech and Language</b>	EYFS intervention time with pupils in need of S&L support (1:1)  Nuffield Early Language Intervention (NELI) - Teaching Assistant taking part in a research project which will provide support to a group of EYFS pupils.	(+5 EEF) To close the gap prior to starting KS1 by giving them tools to communicate and build their vocabulary.
<b>Iris</b>	To make Teacher CPD more effective by providing a tool to improve teacher reflection.	To ensure that teachers have the opportunity to share good practise, meaning teaching remains high quality.
<b>Forest School</b>  <b>£693.90</b>	All children will have time to learn in our Forest School.  Some children will have further opportunities to visit Forest School for nurture sessions.  Sessions provide engaging learning in the outdoors, developing opportunities to be active and to collaborate.	Outdoor experiences could have positive impacts on self-confidence, self-efficacy and motivation
<b>One to One</b>  <b>£1766.64</b>	One to One tuition for small number of pupils needing more support to learn to swim 25m before leaving primary school.  One to One support for maths for children needing a boost in confidence before end of year assessments.  One to One support for pupils with PP and SEN who require additional support to engage with maths and literacy.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.
<b>Projected Spend:</b>	£	

## Wider strategies for current academic year

Measure	Activity	
<b>Trauma Informed School</b>  <b>£1016.12</b>	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>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>
<b>Meet and Greet</b>  <b>£2399.32</b>	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>+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>
<b>Music Lessons</b>  <b>£250</b>	School supports some PP children with learning a musical instrument.	Learning to play an instrument stimulates the brain, improving functions like memory and abstract reasoning skills
<b>Trips and Residentials</b>  <b>£700</b>	<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)</li> </ul>	<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>
<b>Wraparound Care and Extra-Curricular Clubs</b>  <b>£2100</b>	<p>School subsidises the cost of Breakfast and After School Club for some PP children.</p> <p>Children are encourage to participate in the wider life of the school. It is hoped that all PP children participate in a club throughout their time at school. Clubs for a range of subjects, activities and interests are provided to meet individual preferences.</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>
<b>Communication with parents</b>	<p>Use assemblies, newsletters, flyers, website, text messages and Facebook to communicate with parents.</p> <p>Involvement in Curriculum Conversations</p> <p>Invitations to IEP meetings and Parents' Evenings</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
<b>Projected Spend</b>	£	

## Monitoring and Implementation

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

## Review: last year's aims and outcomes

Due to the Coronavirus Covid-19 Pandemic, a full review of Pupil Premium impact on academic outcomes 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.

Current projected spend: