

## Pupil premium strategy statement

This statement details our school's use of pupil premium 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 Mawes Primary School
Number of pupils in school	25
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 2025 2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Kerry-Anne Crinks
Pupil premium lead	Kerry-Anne Crinks
Governor / Trustee lead	Aspire Trust Board

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider 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, has enabled this 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, but also focus, setting the achievement of children from disadvantaged backgrounds as a priority in our system. For disadvantaged pupils at St Mawes Primary School, the ultimate aim is to ensure their needs are identified and fully met. This includes their social and emotional needs, which in turn will allow 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 PP lead and Head of School. Timely support, whether it is academic or emotional, is offered by highly trained staff. 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. The key principles are:

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- To recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- To ensure that Pupil Premium funding identifies priority classes, groups or individuals and is used to address disadvantage.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils through the school and at the end of Key Stage Two

- To ensure that disadvantaged pupils exceed nationally expected progress rates to reach Age Related Expectation at the end of Year 6 and are ready to access the next stage of their education successfully.

## Challenges

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

Challenge number	Detail of challenge
1	Raise standards to expected in reading, maths and writing.
2	Raise emotional resilience, self-regulation and develop metacognition- be ready to learn.
3	Higher ability children to maintain good progress across all subjects
4	Attendance and punctuality.
5	Support and signpost parents to extra-curricular activities and promote cultural capital

## 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
Improved maths and reading outcomes for all pupils	Achieve equal to or above national average for PSC and achieve equal to or above national average progress scores in KS2 Reading, Writing and Maths
Emotional resilience, metacognition and self-regulation addressed through talk time and classroom practice.	Pupils are emotionally equipped to be able to learn at their full potential
High rate of progress for high attaining pupils	Pupil eligible for PP identified as high attaining make as much progress as other high attaining pupils.
Attendance is consistent, regular and sustained	Attendance at or above 95%
Raised aspirations due to funding to support families with clubs/residentials/trips as well as workshops and professional visitors to school.	All PP pupils have opportunities to take part in all enrichment activities. Pupils feel a sense of achievement and have future aspirations inline with our driver.. Families are invested in their child's education.

## 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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Comprehensive training in validated phonics scheme - ensure Little Wandle Letters and Sounds Phonics scheme continues to be taught with fidelity, monitored closely and pupils making below expected progress are identified in target setting meetings. Continue updating new reading books for children after phonics. Ensure new staff receive LW training</p> <p>Staff training for NumberSense Timestables and implementation of daily practise</p>	<p>EEF – phonics has high impact for very low cost, based on very extensive evidence - +5 months 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.</p> <p>EEF-Pupils should master basic mental arithmetic – addition, subtraction, multiplications and division – and be able to recall their times tables quickly. Those who don't may well have difficulty with more challenging maths later in school.</p>	1,2
<p>Regular CPD for all staff. All pupils have access to quality first teaching.</p>	<p>Large body of research evidence that quality first teaching has a major impact on pupils' progress and has the most impact on the most disadvantaged pupils, including from EEF.</p>	1,2,5
<p>Upskill staff in developing metacognition strategies in children.</p>	<p>The EEF states that 'The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).</p>	1,2,5

	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.	
Upskill support staff with appropriate approaches and pedagogy to teaching interventions.	EEF - research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.	1,2,5

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure use of language and communication support (early intervention, phonics, NELI) is sustained through the year, with focus on developing vocabulary, and progress is accelerated.	EEF, OfSTED and Sir John Dunmore have all identified this as a high impact low-cost strategy. EEF noted that those starting school recently needed more support with communication and language development because of Lockdowns.	1,2
Mastering Number programme from NCETM  Explore how NCETM materials can be used in KS2  Introduce NumberSense Timestables	This project from NCETM aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.	1,2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with LW training programme and schools.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks	1,2

Provide additional small group support for eligible pupils in Year 6 to become 'secondary ready' with support from Wellbeing teams in transition schools.	EEF's evidence is that high quality one to one support that is purposeful and focused has a high impact on raising attainment. EEF analysis of results comparing Autumn 2019 and 2020 indicates that pupils from socioeconomically deprived backgrounds have fallen further behind since the start of the pandemic.	1,2,5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support high levels of engagement with learning and positive outcomes. Continue as a school to use the TIS approach to meet the emotional needs of children.	TISUK's training is highlighted in the DfE Advice to Schools: Mental Health and Behaviour in Schools DfE-00327-2018 as supporting and promoting positive mental health.	3
To enhance pupils' cultural capital by providing a breadth of experiences - ensure the curriculum is balanced and carefully sequenced and allows opportunities for cultural development. Primary Futures work with children to develop aspirations.	EEF - evidences the positive impact on well-being on outdoor and enrichment activities.	5
Encourage support from external services such as Early Help Hub	EEF's evidence is that high quality one to one support that is purposeful and focused has a high impact on raising attainment. EEF analysis of results comparing Autumn 2019 and 2020 indicates that pupils from socioeconomically deprived backgrounds have fallen further behind since the start of the pandemic. Support from the PSA includes one to one sessions with pupils and parents.	4

**Total budgeted cost: £11,000**

## 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 2023 to 2024 academic year.

During the academic year, all staff again have pupil premium as a focus for 2023-24. Staff will be actively enriching curriculum opportunities for all children, and continuing CPD to increase both progress and attainment across the curriculum, aiming to diminish any gaps that have developed between PP and non-PP attainment (particularly at greater depth standard, GDS).

To ensure use of language and communication support (early intervention, phonics, NELI) is sustained through the year, with focus on developing vocabulary, and progress is accelerated. VIPERS was continued for both classes to develop a depth of understanding and comprehension of reading. Reading for pleasure has been focus across the school, with changes to the library provision and structure, the continued implementation of Little Wandle and a shared love of books from the adults.

Use of Grammarsaurus Place Value units across the school showed an improvement in SPAG attainment and this correlated with writing progress..

To ensure all PP children's emotional needs have been supported and work towards becoming a Trauma Informed School & apply TIS approach consistently. Staff received training for TIS and this has informed the restructure of the Behaviour Policy. Our Pupil Parliament met with adults to discuss and amend the policy to ensure all voices across the school were heard. Jigsaw has been implemented in both classes and each has a floorbook to share the thoughts and opinions of the children.

The Wellbeing team at transition schools supported the opportunities to visit for pupils who needed support outside of the scheduled days.

Mastering Number has been successfully implemented in KS1 and Reception and pupils show a good understanding of early number which in turn has developed reasoning skills. The vocabulary used in this programme has been incorporated into our maths approach across the school to aid consistency and a smooth transition between year groups. NumberSense is being used as an intervention and we are now exploring the times tables resources.

PP families have accessed support to ensure ALL pupils can engage in Cultural Capital related experiences including residentials, museum and visits.

## 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*

<b>Programme</b>	<b>Provider</b>
NELI	Nuffield
National Tutoring Programme	



## Further information (optional)

In addition to Pupil Premium funding we have used Sports Premium funding to develop a programme of festivals across the cluster to provide all children with the opportunity to attend competitions and follow routes into local and national sporting competitions. EEF evidence stated above states pupils who have access to sporting and outdoor activity develop confidence and a positive mindset.