

## Pupil premium strategy statement for 2018-19

Summary information					
<b>Name of Academy</b>	St Merryn School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£15500	<b>Date of most recent PP Review</b>	July 2018
<b>Total number of pupils</b>	134	<b>Number of pupils eligible for PP</b>	11	<b>Date for next internal review of this strategy</b>	January 2019

Current achievement (based on Summer 2018 results)			
<b>Key Stage 2</b>	<i>Pupils eligible for PP (your school)</i>	<i>Other pupils (your school)</i>	<i>Other pupils (national)</i>
<b>% attaining ARE or higher in reading, writing and maths combined</b>	50%	71%	64%
<b>% making expected progress or better in reading</b>	50%	86%	75%
<b>% making expected progress or better in writing</b>	50%	86%	78%
<b>% making expected progress or better in maths</b>	50%	79%	76%
<b>Key Stage 1</b>	<i>Pupils eligible for PP (your school)</i>	<i>Other pupils (your school)</i>	<i>Other pupils (national)</i>
<b>% passing Y1 phonics</b>	100%	86%	82%
<b>% attaining ARE or higher in reading</b>	100%	82%	75%
<b>% attaining ARE or higher in writing</b>	100%	82%	70%
<b>% attaining ARE or higher in maths</b>	100%	86%	76%
<b>Early Years</b>	<i>Pupils eligible for PP (your school)</i>	<i>Other pupils (your school)</i>	<i>Other pupils (national)</i>
<b>% achieving Good Level of Development or higher</b>	N/A%	73%	Not available %

## Part one – review of spending for the previous academic year

What was the impact of our PPG- funded strategies and interventions in 2017-18?				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved performance in reading, writing and maths for pupils eligible for PP	Ensure children are improving their reading by Writing journals talk for writing and self editing Reasoning in maths through White Rose colour system. Use guided groups to ensure they are learning to record their calculations	Maths is still an area of weakness for the school in Key Stage 2, however it is an area of strength in terms of Key Stage 1 data.	<p>In terms of Year 2 data, 100% of children achieved ARE in Reading, Writing and Maths. The school has made significant strides with the teaching of writing and maths. Children are better prepared to write for a more extended length of time. Lots of new approaches are being embedded across the school and will take more time to see their full effects in relation to pupil progress and data.</p> <p>The introduction of White Rose has improved the children’s resilience to take on tasks that are tricky. This has been displayed in pupil conferencing, lesson observations and anecdotal evidence.</p>	£16,000 spread across all initiatives in this section.
To ensure all children have improved academic resilience	Growth mind-set education	All staff received good quality CPD during staff meeting, with guest speakers also being used. Growth Mind-set is still an on-going focus for assemblies, led by EM.	Pupil Conferencing has shown the children are happier and more confident to tackle reasoning problems with their maths. White Rose is a school wide success, this is being embedded academic year 2018-19	

<p>To improve thinking skills</p>	<p>To use thinking hats as a learning tool. AB and EM to undertake action research in this area to investigate the benefits of using thinking hats to raise esteem and change negative mind-sets.</p>	<p>The new reward system puts values and virtues at the centre of school life. Children are praised when they used good thinking skills in their learning.</p>	<p>Approach was successful and should be continued for future cohorts. The Thinking Hat model is embedded fully in Key Stage 2 and is being introduced more widely in Key Stage 1 and Reception.</p>	
<p>To support children with Social/emotional issues</p>	<ul style="list-style-type: none"> <li>• Draw and talk</li> <li>• Thrive</li> </ul>	<p>Draw and Talk has been successful, delivered by TH. It has allowed adults to identify specific problems that children are struggling to deal with. Thrive has been a mixed bag, with the program too expensive to run within a small school.</p>	<p>For some children it has been beneficial, it has highlighted areas, which the school and parents can help with. For some children, other avenues will be explored including the Wave project.</p>	

<p>Aspirations raised</p>	<p>Support for the children from local business' including Steins. Children will learn about the world of work and running a business.</p> <p>Visits to theatres</p> <p>Mr FT to work with some classes over the year.</p> <p>Opportunities will be given to explore and enjoy the local environment.</p>	<p>Children love taking part in school wide events such as the Christmas and Arts Night and value the individual contributions that they can make. The link to pride in work is yet to be proved. Presentation of work is still an area for improvement for all children including Pupil Premium.</p> <p>The children are fully engaged in community life and take part in regular events throughout the year. Including beach clean, community evenings and church presentations.</p> <p>However, the work with Mr Fice-Thomson failed to materialise as timetables clashed. However members of Year 1 time managed to enlist the support of a local beach school teacher to enrich the curriculum.</p>	<p>The school's work with Steins has been very successful with the children realising that there are high quality jobs in the local community that they can pursue. The school will continue with this approach for the coming academic year.</p> <p>The London trip was a major success, the children were lucky enough to see the 'School of Rock' in the West End, an experience the children loved and will remember for a life time. Annual school productions will remain at the heart of school life to give children the opportunity to get involved and feel valued in their own performances.</p> <p>Lots of opportunities were given to pursue the local environment particularly in the Summer Term with our topic Commotion in the Ocean. The school would aim to continue with this in the coming year and look for further opportunities to develop this further.</p>	
<p>Improve self-esteem</p>	<p>School fleeces paid for</p> <p>Free clubs including singing, dance, guitars.</p>	<p>School fleeces were purchased where required which led to consistency in clothing across the whole school.</p> <p>A range of clubs were offered for free outside of the school day, such as guitar, dance and singing. In addition regular school clubs are offered for free throughout the year; such as sport or drama groups.</p>	<p>The school fleeces contribute to a whole school identity and help to equalise all children regardless of background or status. As such this is an important initiative to continue so those children who would otherwise be unable to afford the uniform are still able to feel as though they belong in the school community.</p> <p>A range of clubs will continue to be offered to allow children to develop extra-curricular areas of interest or learn new skills. Funding will be made available where these clubs are not already provided for free.</p>	
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

Ensure 90% of pupils meet age related expectations for speech and language by the end of reception and KS1.	Employ Sam Edmonds (SaLT) from TLAT to do overview of EYFS. Refer any severe cases	The involvement of Sam Edmonds was useful in highlighting children with targeted support taking place. In terms of the Reception cohort 2017-18, all children were signed off Speech and Language before they entered Year 1.	Approach was successful and should be continued for future cohorts. Through identifying and targeting support it ensures the required support is put in place when required and as early as possible.	£480
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### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To increase independence and knowledge of places other than Cornwall by broadening cultural experiences (cultural capital)	Pay for all disadvantaged children in Year 5/6 to attend the London Trip March 2018 and children in other year groups to attend all school trips that are arranged.	Children who were unable to otherwise afford to go on this trip had all fees paid. This ensured the children had a cultural experience as well as developing a sense of independence; thereby raising self esteem/confidence.	All children who attended the London trip hugely valued the different experiences offered. This is an approach which would be continued for future free school meals and potentially discounted trips for Ever6 children.  Supported and discounted costs may be available for other school trips throughout the year where a cost would normally be incurred to parents/guardians.	£2000

## Part two – strategy for the current academic year

What are the barriers to future attainment for pupils eligible for PP, including those who are academically more able?		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Pupil Premium children are not achieving ARE in Reading, Writing and Maths at the same rate as their peers in Year 6	
<b>B.</b>	Higher achieving Pupil Premium children not achieving their full potential	
<b>C.</b>	Ill health resulting in poor attendance	
<b>D.</b>	Lack of confidence stemming from home life which is affecting progress and learning behaviour	
<b>E.</b>	Low self-esteem/Self worth	
<b>F.</b>	Lower Attainment of children that have moved into Year 2	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>G.</b>	Social Deprivation	
<b>H.</b>	Home Support	
<b>Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Pupils to close the gap towards achieving ARE in all subjects Attainment of pupils deemed to be disadvantaged to be at least:</p> <p><b>Yr 2 (3 pupils) Reading:100%/Writing:100 %/Maths:67%</b>  <b>Yr 3 (3 pupils) Reading:100%/Writing:100%/Maths:100%</b>  <b>Yr 5 (1 pupil) Reading:100%/Writing:100%/Maths:100%</b>  <b>Yr 6 (4 pupils) Reading:75%/Writing:75%/Maths:50%</b></p>	<p>Pupils who are disadvantaged are to make at least good progress and many will be on track at ARE. Those who are behind ARE will make at least 6 steps progress on target tracker over the year.</p>

<b>B.</b>	Higher achieving Pupils to achieve GDS in all areas in their Year 6 SATS	Higher achieving PP children to achieve GDS in all areas in their Year 6 SATS.
<b>C.</b>	Support provided for children with medical needs that have an impact on their schooling, either during the school day or due to time missed from school. Teachers will identify areas missed and seek to backfill through intervention whenever possible. One to one sessions may be implemented where appropriate.	Children who have poor attendance, due to ill health, achieve ARE in Year 2 and Year 6 assessments or at least make good progress (six steps progress displayed on Target Tracker)
<b>D.</b>	Ensure all who struggle with confidence receive appropriate support though formal sessions and informal adult mentoring.	All children will supported by a secret mentor in school, providing a consistent role model for them throughout the school year.
<b>E.</b>	Self esteem improved through unique experiences throughout the year alongside the experiences within school. Provision to be combined with Trevisker, so the children's confidence can grow as they foster friendships outside school.	Children will be given at least three unique experiences being held at St Merryn and Trevisker aiming to give them life experiences which can build on and foster greater self esteem.
<b>F.</b>	Children with poor attainment when moving into Year 2, will close the gap with their peers.	Children with current poor attainment moving into Year 2 will score ARE in all subjects at the end of the Year 2 SATS or at least make good progress (six steps on Target Tracker).
<b>G.</b>	Children with higher levels of social deprivation are able to confidently take part in all areas of school life, including extracurricular activities, alongside their peers.	Children are seen to fit in with their peers and have the same opportunities available to them throughout the school year, with good attendance at extracurricular clubs, events and school trips.
<b>H.</b>	Parents understand how to support their child's learning at home and receive positive messages about their child at school.	Pupils complete home learning activities. Their work is valued, shared and displayed. PP pupil uptake at homework club to support this. Parental attendance at planned Parent Workshops is increased.

**What strategies and interventions are we putting in place to address the barriers to future attainment identified above?**

The three headings below show how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>Improved performance in Reading and Writing for all children including Premium Pupil</b></p>	<p>The school to fully embed and drive forward the Talking the Text approach to writing.</p> <p>Children will gain greater opportunities to gain their full potential in writing through:</p> <ul style="list-style-type: none"> <li>○ Writing journals,</li> <li>○ Big Writes</li> <li>○ Writing across the curriculum</li> <li>○ Editing</li> <li>○ Working walls. Targeted. Read, Write, Inc groups</li> <li>○ Phonological Awareness taught in Nursery</li> <li>○ Prioritised PP marking and feedback</li> </ul>	<p>Writing is an area of weakness for the school and there is lots of evidence that this approach yields results.</p>	<p>Work scrutiny, pupil conferencing, pupil progress meetings, data analysis (formative and summative)</p> <p>Talking the Text training.</p> <p>School Inset meetings/training sessions/CPD.</p> <p>Lesson observations by SLT.</p>	<p>AB and TG</p>	<p>On-going - Staff Meetings and SLT meetings</p>

<b>To ensure all children have the resilience and self-esteem to achieve their full potential</b>	To further embed the Growth Mind set and the Learning Powered Approach through learning ladders throughout the school. Embedding of learning choices throughout the school.	For some Pupil Premium children, self esteem is a major barrier to learning. By changing their mind-set we can offer them the opportunity to achieve their full potential.	Lesson observations and Pupil conferencing	KP, EM and AB	<b>Staff Meetings and SLT meetings</b>
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<p><b>Improved performance in Maths for all children including Premium Pupil</b></p>	<p>The school to fully embed and drive forward the Reasoning and Problems approaches within White Rose</p> <p>Children will gain greater opportunities to gain their full potential in maths through</p> <ul style="list-style-type: none"> <li>○ Embedding learning powered approach</li> <li>○ Enriching the maths curriculum through using other approaches such as Abacus</li> <li>○ Using Puma Assessment</li> <li>○ Teachers and SLT to monitor attainment and progress of all children in maths</li> <li>○ Interactive maths programs such as Rockstar</li> </ul>	<p>Evidence from recent SATS assessments in Year 2 and Year 6, show that children are being well taught a range of maths fluency. However they often struggle to apply these skills in reasoning and problem solving. The school's decision to use the White Rose Maths approach was a clear response to this. As a school, we recognised the importance of enriching our maths curriculum by using some different approaches to compliment White Rose but doing it in a consistent way.</p>	<p>Work scrutiny, pupil conferencing, pupil progress meetings, data analysis (formative and summative)</p> <p>Further Maths CPD/Inset staff training</p> <p>School Inset meetings/training sessions/CPD.</p> <p>Lesson observations by SLT.</p>	<p>KP and EM</p>	<p><b>Staff Meetings and SLT meetings</b></p>
<p><b>Total budgeted cost</b></p>					<p><b>£8000</b></p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Support the children who struggle with emotional regulation	Draw and talk and personalised emotional regulation ladders will continue in school.	Draw and Talk continues to be a valuable approach in school, with the children having timetabled meaningful interactions from a supportive adult. The school has been able to troubleshoot problems that are identified during different conversations during 'Draw to talk'. The school will provide personalised emotional regulation ladders to all children including PP who need them.	Pupil conferencing, Lesson observations and discussion in staff meetings will coordinate these approaches throughout the year.	AB and EM	January 2019
Improve the sensory regulation of all children including Pupil Premium children.	Some sensory Integration equipment will be bought by the school to support different individuals. This is also an outcome of an OT report on individual children.	Evidence based research shows that some targeted sensory integration equipment can have a positive impact on a pupil's readiness to learn.	Liaison with SENCO and class teachers including pupil conferencing and lesson observation. The equipment will be stored in a centralised area when not being used and teacher's planning will show evidence of a sensory diet.	AB	January 2019
Provide children with strong, consistent role models throughout the school year.	Each member of staff will provide one to one mentoring throughout the school year.	Lots of schools within TLAT have used this approach very effectively. It is shown that it allows the group of PP children to be seen as individuals and provide them with consistent adults. It also means that teachers who often have little to do with a child can build strong relationships for later school life.	CC will give the staff their children and there will be a portion of weekly staff meetings given over to discussion about these children.	CC	January 2019

Children who struggle with catching up after missing school through ill health.	Provide revision books for children with medical conditions, to allow them to have access to learning.	In giving certain children access to books at home, parents and carers will have a clearer idea of their gaps.	Pupil conferencing. Parent questionnaires Parent consultations	AB	July 2019
<b>Total budgeted cost</b>					<b>£3500</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To increase independence ready for secondary school	Pay for all FSM children in Year 5/6 to attend the School camp 2019 and children in other year groups to attend all school trips that are arranged.  Participation in 'Our girls can' campaign and events.	Children who are unable to otherwise afford to go on this trip will go with a discounted rate. In doing this, the children will have a cultural experience as well as developing a sense of independence thereby raising self esteem/confidence.  Children get involved with and attend events related to 'Our girls can' campaign.	All adults will evaluate impact of the trip and organised events.	AB	July 2019
Exposure to healthy eating	Extend breakfast club provision to provide funded access for PP pupils.  Providing a funded specialised breakfast club for all Year 6 pupils during SATs week to ensure the best start to each day. PP pupils to be included and	More children are attending breakfast club ensuring a healthy start to the day. Breakfast club settles children in for the day.  During SATs week there is a high attendance at the breakfast club by both PP and non-PP pupils.	Identified children are invited and encouraged to attend breakfast club on a regular basis to provide them with a routine, reliable start to the school day.  The breakfast club has previously been rolled out for year 6 over SATs week – this was very successful and will be repeated this year. The budget for this will be managed by Lisa Lindsey.	AB EM LL	January 2019

	encouraged to attend.				
Raised pupils' confidence and self esteem by participation in after school activities	<p>Offering at least one paid for after-school during the school year for all PP children.</p> <p>PP children, first on the list of over-subscribed free after-school clubs.</p> <p>Paying for enhanced resources for children to follow interests during after-school.</p>	<p>More children following their interests, is something the school looks to promote. This allows for self-confidence to build as they learn a new skill or excel in one of their passions.</p> <p>The after-school club is a resource valued by parents and children alike. By allowing children to following their own interests during this crucial part of the day, their confidence and self-esteem with likely increase.</p>	KP and CC to liaise with HW to ensure all PP children in after-school club are having access to high-quality activities with appropriate resources.	KP and CC	January 2019
<b>Total budgeted cost</b>					<b>4000</b>

Additional detail