

ST BARNABAS MULTI ACADEMY TRUST

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 Mellion C of E School
Number of pupils in school	44
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2026
Date this statement was published	01/09/2024
Date on which it will be reviewed	01/09/2025
Statement authorised by	JJ Wilson
Pupil premium lead	JJ Wilson
Governor / Trustee lead	Stephen Whiffen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,438.71
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£12,438.71

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Part A: Pupil premium strategy plan

Statement of intent

At St Mellion, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The Leadership Team will be responsible for Pupil Premium provision, under the leadership and guidance of the Executive Headteacher, with specific delegated responsibilities taken by individual members (e.g. pupil progress, English and maths provision, welfare and inclusion support). We will ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that High Quality First Teaching is provided throughout the school. We will 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, using robust diagnostic assessments, to ensure early action and intervening at the point of need. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged, however, we also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals, and therefore the additional funding. We recognise that Service children have their own unique needs and use the funding to support these effectively. Pupil Premium funding will be allocated to those pupils who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium children alike. All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations (ARE) especially in English and maths.

The Pupil Premium funding will be allocated to provide support and/or interventions, the ultimate outcome of which will be that pupils will achieve their academic and personal potential. Funded interventions may include pastoral support where appropriate e.g. attendance support, development of social skills or personal development opportunities.. Additional provision for SEND pupils may be funded through a combination of any SEND funding and their Pupil Premium allocation where applicable. We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. additional impact measures used by external agencies). We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the St Barnabas Trust, Local Governors, pupils and their families, to support our strategy. Pupil Premium pupils are everyone's responsibility.

Challenges

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

Challenge number	Detail of challenge
1	Early reading and phonics

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	Assessments, observations and discussions with pupils show our disadvantaged pupils generally have greater difficulty with phonics than their peers.
2	Mathematics Assessments indicate that mathematics attainment among disadvantaged pupils is lower than that of non-disadvantaged.
3	Attendance Our attendance data indicates that attendance among our disadvantaged pupils is below national.
4	Social, Emotional, Mental Health Our SENCO and teaching team have identified social and emotional challenges for children and their families, including service children. These may include a lack of personal support, delays in external social services support and a lack of enrichment opportunities.

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
High quality teaching and learning	Evidence informed effective teaching in the classroom will be refined and developed through high quality CPD, including NPQ's enabling accelerated progress.
High quality in school support and intervention	Implementation of effective evidence informed, targeted intervention e.g RWI phonics
High attendance for all pupils	Sustained high attendance aiming for 95% average
Improved enrichment opportunities	Finances are not a barrier for supporting our children to take part in our curriculum and enrichment opportunities.

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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: £ [7000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NPQ Lead Teacher training</i>	One teacher taking part in this course	1,2
<i>RWInc training for staff</i>	All staff trained to deliver early reading and phonics effectively	1,2

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

Budgeted cost: £ [3000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted small group phonics delivery</i>	Academic support in phonics, reading and maths	1,2,3,4
<i>TA/Apprentice support</i>	Targeted and academic support	1,2,3,4

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

Budgeted cost: £ [2000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Inclusion and CP strategies</i>	KCSIE	3,4
<i>Curriculum enrichment and personal development opportunities</i>	All children have the opportunity to take part in all school and trust experiences	1,2,3,4

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Total budgeted cost: £ 12,000

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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.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. As previously announced by the DFE, it will not be possible to calculate KS1-KS2 progress measures for academic year of 2023/2024. This is because there is no relevant KS1 data, which is required to calculate KS1-KS2 progress measures for this cohort, as primary tests and assessments were cancelled in academic years 2019/20 and 2020/21 due to COVID-19 disruption. 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.

Data from national tests and assessments, at KS2 level, suggests that our disadvantaged pupils achieved a higher standard than those nationally. At the end of KS2 100% of our disadvantaged pupils (1 pupil) attained the expected standard in reading, writing and maths (combined) compared to 45% nationally. When we look at each subject individually the results are as follows; Reading 62% (national) 100% (St Mel), Writing 58% (national) 100% (St Mel) and maths 59% (national) 100% (St mel). 100% of disadvantaged pupils at St Mel achieved GD in Reading and Writing.

At the end of the Early Years Foundation Stage 100% of our (St Mel) disadvantaged pupils achieved a Good Level of Development (GLD) compared to 68% (national). In year 1, 100% of our (St Mel) pupils achieved the expected standard in phonics compared to 80% nationally. 100% of our disadvantaged pupils achieved the expected standard which is significantly above the national average of 68%. 50% of our Year 2 pupils (2 children) passed the re-sit phonics screening test, nationally the percentage was 91%.

In year 4, our pupils scored an average of 21 on the MTC. One disadvantaged pupil did not sit the check due to absence.

Our Statutory data shows that our disadvantaged children are generally exceeding national averages. An area of focus highlighted by this data is phonics intervention as the resit pass rate was lower than the national average.

Within years 4 and 5 there are no disadvantaged pupils. The one disadvantaged pupil in year 3 is meeting ARE. Disadvantaged pupils in KS1 are not meeting ARE however they also have SEMH needs which significantly impact their capacity to learn. Provision is currently focused around meeting their emotional needs as a priority.

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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
NELI	Nuffield

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Services trip Staff training around TIS and emotion coaching
What was the impact of that spending on service pupil premium eligible pupils?	

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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.