



Pupil Premium Strategy Statement 2021-2024



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

This strategy should be read in conjunction with our School Improvement Plan 2021-2022.

School overview

Detail	Data
School name	Madron Daniel C of E Primary School
Number of pupils in school	40
Proportion (%) of pupil premium eligible pupils	52.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	31.12.21
Date on which it will be reviewed	01.07.22
Statement authorised by	Hilary Tyreman
Pupil premium lead	Hilary Tyreman
Governor / Trustee lead	Rev Sian Yates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,179
Recovery premium funding allocation this academic year	£3,045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£16,445
Total budget for this academic year	£47,669

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy plan is underpinned by the vision and ethos of our school:

Governors' Mission statement

At An Baya Primary Schools our mission is to educate all children spiritually, intellectually, socially, morally, aesthetically and physically to be able to make a difference by following the example of Jesus in the gospels living out 'life in its fullness.'

The schools aim to achieve this by:

- **Educating for Wisdom, Knowledge and Skills** by following a broad and balanced curriculum that stimulates a sense of curiosity and excitement about the world whilst developing the full potential of all children.
- **Educating for Hope and Aspiration** by providing a safe, nurturing and caring environment where all children can take risks, build resilience, flourish and demonstrate courageous advocacy in action.
- **Educating for Community and Living well together** by building positive relationships with our local, national and international communities and for the schools to be hubs of learning in the community, making a positive difference to children and their families.
- **Educating for Dignity and Respect** by promoting perseverance, generosity, and courage so that children leave our schools equipped with the character virtues to make a difference.

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 focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. An Baya Schools are strongly committed to making a positive difference to the lives of our pupils.

We will consider the challenges faced by vulnerable pupils, such as those who have SEN needs, social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed

below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in our targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We are mindful that at Madron Daniel C of E School the high percentage of PP children means that all strategies for improvement are centered on improving core teaching and learning.

We also have high SEN needs with the majority of children on the School RON also being PP children. Therefore the strategies will need to improve outcomes for pupils with identified SEN needs.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. In 2021 4/7 pupils in our reception class were below expected level for oracy on entry.</p> <p>We therefore have designed a whole school curriculum with a strong emphasis on language and vocabulary acquisition. This is our quality first teaching.</p> <p>In addition to this we use NELI in our reception class to ensure that gaps are narrowed and spoken language is secure.</p>
2	<p>Our phonics teaching and intervention at Madron is strong with 100% of children achieving the expected level in the PST for the past 2 years. However there does need to be improvement in comprehension as this success in PST does not translate into overall reading attainment and progress at KS1 or KS2.</p> <p>Poor oracy means that pupils struggle with reading comprehension. A holistic approach to developing language and literacy is needed across the school from reception to Year 6.</p>
3	<p>Internal and external assessments indicate that writing attainment and progress among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 3 years, between 75-100% of our pupils arrive below age-related expectations. (There are implications for pre-school provision here).</p>
4	<p>Internal and external assessments indicate that Maths attainment and progress among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 3 years, between 75-100% of our pupils arrive below age-related expectations.</p>
5	<p>Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to some pupils falling further behind age-related expectations, reading in KS1, writing throughout the school, and maths at KS2. .</p>

6	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their engagement, aspiration and attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 4 pupils (4 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
7	<p>Our attendance data over the years although broadly improving still indicates that attendance among disadvantaged pupils has been between lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>Embed oracy in our curriculum (See SIP)</p> <p>We will purchase resources and fund ongoing teacher training and release time</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Improved reading attainment and progress among disadvantaged pupils.</p>	<p>KS2 reading outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard</p>
<p>Improved writing attainment and progress for disadvantaged pupils at the end of KS2.</p>	<p>KS2 writing outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard and 100% making at least good progress from starting points with accelerated progress as needed.</p>

Improved maths attainment and progress for disadvantaged pupils at the end of KS2.	KS2 Maths outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard and 100% making at least good progress from starting points with accelerated progress as needed.
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% higher than their peers.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessments Purchase of NFER standardised diagnostic assessments in Maths, Reading and Grammar and Punctuation Purchase of Motional toolkit for assessing and tracking well being. Use as a class snapshot and for targeted work, Purchase of B squared or similar assessment toolkit for supporting pupils with SEN to tailor the curriculum to meet needs of pupils. Training for staff to ensure assessments are interpreted and administered correctly.	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Motional is used by TIS practitioners to assist in assessing, planning and tracking pupils' emotional health and well-being.</p> <p>B squared provides a framework for SEN pupils working below the National Curriculum expectations and will give small step guidance and support to all class teachers.</p>	1, 2, 3, 4, 7
Coaching approaches Continue to develop coaching approaches across the school to improve teaching and learning for all.	<p>The school has started to use coaching and strategies to good effect.</p> <p>This has developed staff confidence, knowledge, empowerment and constructive discussion for improving teaching and learning at all levels.</p>	1,2,3,4,5
Teaching support Quality support in class for disadvantaged children	<p>HLTA provision in class 2 every morning for class support to support class teacher ensuring engagement, challenge and picking up on misconceptions immediately.</p>	1,2,3,4,5
Oracy	<p>There is a strong evidence base that suggests oral language interventions,</p>	1

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time for the subject leader to implement this strategy across the school.</p>	<p>including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	
<p>Phonics</p> <p>Purchase of additional reading books for KS2 readers to ensure that books match ability in KS2</p> <p>Although we have had 100% success in phonics for the last two years We will review our phonics programme with view to purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Books need to closely match teaching and reading books that are taken home should be developing fluency of reading.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	2
<p>Reading comprehension</p> <p>Development of a consistent approach to the teaching of reading comprehension across the schools</p> <p>We will provide release time for the subject lead in English from St Mary's to lead English strategies at Madron.</p>	<p>Using Reading VIPERS approach is helping pupils to feel confident about question types and to be able to articulate and develop written comprehension skills for reading</p>	4
<p>Writing</p> <p>Adapt our writing curriculum in light of data and observations following return to school in March 2021 and continued impact on writing,</p> <p>In reception class and Early Year 1 ensure time is given to securing sentence con-</p>	<p>Extend EYFS approach into Year 1 to ensure children have good foundation of 'sentenceness' to build on</p> <p>Ensuring children have more short regular opportunities to write to build fluency and stamina for writing.</p> <p>Short mini lessons on grammar, punctuation and spelling revisiting key concepts will secure improvements.</p>	3, 5

<p>cepts and building vocabulary in line with new EYFS framework,</p> <p>Purchase of Jane Con-sandine 'Fantastics' approach for Reception class and extend this into Year 1.</p> <p>Purchase of Literacy SHED resources, Grammarsaurus and Spelling Frame</p> <p>We will provided release time for the subject lead in EYFS and English from St Mary's to support development at Madron.</p>		
<p>Maths</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to enable our KS2 teacher to attend Embedding Mastery approaches that are run by the Cornwall Maths Hub.</p> <p>We will provided release time for the subject lead in Maths from St Mary's to support development at Madron.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	4.5
<p>Social and Emotional Learning</p> <p>Improve the quality of social and emotional (SEL) learning.</p> <p>Engagement with Culture of the Heart and purchase of subscription to this to improve core SEL across the school</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	6

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oracy/Speech and Language</p> <p>NELI programme used for children in reception who are working below age related expectations.</p> <p>This will include training time for the Teaching assistant.</p> <p>ICAN Boost programme to be introduced as an intervention for KS1 and KS2 children</p> <p>Targeted SAL provision for pupils who need a high level of SAL support.</p> <p>Cost of HLTA to support delivery of this.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 5
<p>Phonics</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
Targeted intervention	Tuition targeted at specific needs and knowledge gaps can be an effective	4

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Small group intervention and tutoring will cover Phonics, Reading comprehension and Maths across KS1 and KS2</p>	<p>method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Interventions will be monitored rigorously and reviewed regularly to ensure that they are having the planned impact</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7, 669

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional Health and Well Being</p> <p>Quality first teaching – universal provision</p> <p>Use Culture of the Heart for Emotional literacy learning across the school as part of quality first teaching and building language of emotional literacy</p> <p>SEMH interventions</p> <p>TIS practitioners working regularly with targeted children and positive impact of this is clearly seen.</p>	<p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	6

Development of whole school Pupil Wellbeing policy		
Attendance Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Additional resources Promoting engagement with parents and carers with pupil learning Promoting engagement with parents and carers with wellbeing of children and families	We will use a small amount of PP funding to run sessions for parents and carers to build confidence with supporting their child's learning and ensuring well being of families is actively promoted through partnership with the school.	6
Additional resources Contingency fund to ensure disadvantaged children can fully access all areas of education	We use some PP funding to ensure that all children in receipt of PP can take part in enrichment activities, including trips and visits that are central to our curriculum delivery.	5
Additional resources Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £47, 669

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. The impact of COVID19 and school partial closures was overall greater with younger children and for disadvantaged children, particularly those with SEN needs (School Support).

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a good quality curriculum, including during periods of partial closure, which was aided by our remote learning strategy with consistent approaches across the schools, target inclusion of disadvantaged pupils in school and some support from Oak Academy resources. As a school we placed strong emphasis on the social and emotional well-being of all children, posting daily assemblies in line with our Christian Ethos and well-being activities. The pupils in our school 'landed back' well due to carefully thought-out approaches to the curriculum which took into account children's emotional and social needs, the need to build concentration and community again whilst also having a targeted approach to the curriculum to ensure pupils had a balanced curriculum and also readily engaged with the excitement of being back as a school learning community.

Overall attendance in 2020/21 was the same as in previous years and in Summer term 2021 it was higher than in previous years. At times when all pupils were expected to attend school, absence among disadvantaged pupils was generally in line with other pupils. Although improved, approaches need to be embedded. Securing high attendance across all groups of pupils is a key priority for our school. This is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year for some pupils last year, primarily (but not entirely) due to COVID-19-related issues. The impact was more noticeable for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all

pupils, with our engagement with the Culture of the Heart initiative (originally planned for January 2021 but delayed start until September 2021 and targeted interventions where required. We increased our TIS practitioners in Sumer 2021 to enable use to meet the needs of the children. We are building on this approach with the strategies detailed in this plan.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. We will use Pupil Premium to support this if there is a cost involved and it cannot be supported by Sports Premium.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. Our School has a high level of PP children and also a high level of SEN needs.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. Together with St Mary's An Baya Schools are joining the nearest research school network for our school and contacting schools with high performing for disadvantaged pupils to improve our practise. We also engage in the LA Area Disadvantage webinars and conversations.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We have developed a comprehensive and detailed School Improvement Plan for 2021-2022 which follows the principles of this PP plan 1) Teaching and Learning Focus, 2) Targeted Academic Support and 3) Wider Issues. We find this way of structuring our SIP beneficial and also keeps pupils learning at the heart of our work.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.