

# Pupil premium strategy statement

## School overview

| Metric                                      | Data                          |
|---|-------------------------------|
| School name                                 | St Buryan Academy             |
| Pupils in school                            | 80                            |
| Proportion of disadvantaged pupils          | 14.1% (10 pupils)             |
| Pupil premium allocation this academic year | £13,200                       |
| Academic year or years covered by statement | 2019-20                       |
| Publish date                                | January 1 <sup>st</sup> 2020  |
| Review date                                 | December 1 <sup>st</sup> 2020 |
| Statement authorised by                     | Mr Joshua McDonald            |
| Pupil premium lead                          | Mrs Joanna Kwiatkowska        |
| Governor lead                               | Mrs Vicky Hall                |

## Disadvantaged pupil progress scores for last academic year

(4 pupils)

| Measure | Score |
|---------|-------|
| Reading | -1.27 |
| Writing | -5.58 |
| Maths   | -6.12 |

## Strategy aims for disadvantaged pupils

| Measure                          | Score  |
|----------------------------------|--|
| Meeting expected standard at KS2 | 0%   |
| Achieving high standard at KS2   | 0%   |
| Measure                          | Activity   |
| Priority 1                       | To implement a new curriculum that is accessible to all learners and allows them all to thrive, ultimately leading to children meeting and surpassing the national expectations. |
| Priority 2                       | To accelerate the progress of SEN children, ensuring that progress is at least in line with the National Average (Priority 3 of School Development Plan 19/20).                  |

|   |   |
|---|---|
| Priority 3                                    | To raise the attainment and progress in maths across the school; particularly in Key Stage 2 through the implementation and resourcing of a maths mastery curriculum (Priority 1 of the School Development Plan 19/20). |
| Priority 4                                    | To develop passionate and enthusiastic readers and writers, taking opportunities to include and develop reading across all subjects.  |
| Barriers to learning these priorities address | Ensuring all pupils are provided with high quality teaching and the provision of interventions that are planned to meet an individual's needs?  |
| Projected spending                            | £13,200   |

### Teaching priorities for current academic year

| Aim                     | Target  | Target date    |
|-------------------------|---|----------------|
| Progress in Reading     | Achieve national average progress scores in KS2 for Reading.          | September 2020 |
| Progress in Writing     | Achieve national average progress scores in KS2 for Writing.          | September 2020 |
| Progress in Mathematics | Achieve national average progress scores in KS2 for Maths.            | September 2020 |
| Phonics                 | Achieve the national average expected in the Phonics Screening Check. | September 2020 |
| Other                   | Improve attendance from 94.4% to at least 96%.                        | September 2020 |

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

| Measure                                       | Activity   |
|---|--|
| Priority 1                                    | <p>To raise attainment in progress within maths, especially within KS2.</p> <p>Targeted intervention groups monitored by SENDCO and maths leads.</p> <p>Monitoring of maths books of PP children to track progress, led by maths lead and SENDCO.</p>  |
| Priority 2                                    | <p>To develop enthusiastic and passionate readers.</p> <ul style="list-style-type: none"> <li>-Immerse and engage early readers, promoting an enjoyment of reading alongside the teaching of phonics.</li> <li>-Providing children with challenging, purposeful texts which they can analyse and reflect upon.</li> <li>-To use engaging and purposeful texts across the curriculum in order to develop reading skills as well as subject knowledge and vocabulary.</li> </ul> |
| Barriers to learning these priorities address | <p>Ensuring pupils accessing quality first teaching consistently throughout the school, with interventions that match pupils' needs as required.</p> <p>Ensuring PP group in Maths make expected progress and achieve in line with peers. Maths has continued to be an area to develop across the school since introduction of Maths Mastery approach.</p>   |

|                    |        |
|--------------------|--------|
|                    |        |
| Projected spending | £12000 |

### Wider strategies for current academic year

| Measure                                       | Activity  |
|---|---|
| Priority 1                                    | Implementation of new curriculum designed to engage all learners, allowing them to access more of the curriculum and provides a greater coverage as well as more concepts and taught skills.<br>To consider how subjects are lead and the skills needed to lead subjects effectively. |
| Priority 2                                    | To raise attendance of PP children. Head and SENCO/PP lead to work together to track and monitor the attendance of PP children and to arrange meetings with parents/carers of these children when necessary on how the school can best support.                                       |
| Barriers to learning these priorities address | Children's readiness to learn and circumstances beyond their control.   |
| Projected spending                            | £1100   |

### Monitoring and Implementation

| Area             | Challenge   | Mitigating action   |
|------------------|---|---|
| Teaching         | Providing reading resources that link across the curriculum.  | Purchase of new reading materials.  |
| Targeted support | Ensuring that the leads for maths and English have enough support and time to oversee action plans and carry out tasks. | SLT meetings to review action plans and feedback.<br><br>Termly leadership time.  |
| Wider strategies | Implementing new curriculum across the whole school and incorporating our ethos within it.                              | Teachers to be given training in how to implement, plan and teach within the curriculum effectively and to ensure that the quality of teaching and learning is high in all lessons. |

### Review: last year's aims and outcomes

| Aim   | Outcome      |
|---|--------------|
| Maths attainment and outcome of PP and non PP children is in line with NA | Not achieved |

|   |  |
|---|--|
| Increase in PP children achieving expected standard in R,W,M        | Not achieved                                 |
| To increase attainment in writing, including more GD writers at KS1 | Achieved. 11%, which is up 3% from 2018 (8%) |