

Pupil premium strategy statement: St Buryan Academy

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	62 (72 including nursery)
Proportion (%) of pupil premium eligible pupils	9% inc. Nursery 9.6% R-Y6
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Autumn 2022-2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Joshua McDonald - Head of School
Pupil premium lead	Joshua McDonald - Head of School
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 4,265
Recovery premium funding allocation this academic year	£ 2,000
<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0
<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	£6,265

Part A: Pupil premium strategy plan

Statement of intent

At St Buryan Academy we aim for all learners, regardless of perceived barriers, make the required progress and have aspirations and the learnt skills to achieve highly in all curriculum areas. Our pupil premium strategy supports children who may be disadvantaged to achieve this aspiration; for those who may be high attainers already, their goal is to strive for further progress.

Vulnerable pupils may have a range of challenges to face, this statement outlines the activity that we as a school intend to provide to support their needs, whether they be disadvantaged or not.

Knowing our children as individuals is at the core of our provision, which means that we can focus on providing the highest quality teaching possible to support their own needs, learning styles and ambitions. High-quality teaching has been proven to have the greatest impact on closing the disadvantaged attainment gap, as well as supporting the non-disadvantaged children at St Buryan Academy; our goal is for there to be clear equity in the sense that all of our children have equal opportunities in all areas of what school life can offer as well as in regards to progress and attainment.

Our approach will be responsive to challenges and individual needs, and not assumptions about the impact of disadvantage but as actions from robust assessment. 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 and implement the correct support*
- adopt a whole-school approach where all staff are responsible for raising expectations, attainment and progress of both disadvantaged and non-disadvantaged children*

Challenges

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

Challenge number	Detail of challenge
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1	<i>Across the whole school there are gaps in vocabulary and language amongst many disadvantaged pupils; this has been assessed and observed across the school.</i>
2	<i>Observations and early assessments show that there is a gap in phonetic knowledge within disadvantaged pupils in comparison to their peers.</i>
3	<i>Following observations and assessment of written work, there is generally a gap in writing attainment and lower progress amongst disadvantaged pupils.</i>
4	<i>Historically, attendance figures show that disadvantaged pupils are often persistent absences and that absenteeism is impacting the progress disadvantaged pupils make.</i>
5	<i>Following COVID-19, children's mental-health and well-being may have been impacted and affected due to changes in circumstances at home, self-confidence and more.</i>

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
<i>Embedding oracy skills across the curriculum to provide more speaking and listening opportunities and development of language skills</i>	<i>Research evidences that high quality oracy opportunities, including classroom discussion, is a low cost high impact strategy in developing language skills and positively impacting pupils' reading and writing</i>
<i>Improving the quality of pastoral intervention and allocation of time for children of need to take part in these</i>	<i>Research states that social and emotive skills positively impacts school outcomes and in later life</i>
<i>Ensure that children have access to interventions across subject areas to ensure good progress and the ambition to meet their age related expectation as a minimum</i>	<i>Planned intervention to meet the individual needs of children, measurable by their outcomes and the progress they make term by term</i>
<i>Provide intervention that supports children pastorally and their mental-health</i>	<i>Children's mental-health and well-being is positive, allowing their school experience as a whole, but specifically their progress and attainment, to thrive as well as supporting increased attendance</i>

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: £ 1,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training for staff in phonics, including early phonics and Key Stage 2 catch-up following lock down</i>	Oral language interventions Toolkit Strand Education Endowment Foundation EEF Phonics Toolkit Strand Education Endowment Foundation EEF	1,2
<i>Improved writing attainment in disadvantaged pupils</i>	Following lockdown and after end of Key Stage 2 2022 writing data, gaps in writing ability was noticeable with a lack of progress made during 2019-2022, especially within disadvantaged children	2,3

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

Budgeted cost: £3,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Investment in targeted support provided by class teachers, HLTAs and teaching assistants in the form of 1-to-1 or focussed group interventions</i>	Small group tuition Toolkit Strand Education Endowment Foundation EEF One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,4

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

Budgeted cost: £1,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implement well considered and beneficial pastoral interventions with evidence of success, for example: lego therapy, drawing and talking.</i>	<u>EIF Why mental health interventions work</u>	5
<i>Robust monitoring of attendance with the school's Education Welfare Officer and Local Academy Committee</i>	<u>Why does attendance matter?</u>	4

Total budgeted cost: £6,265

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The DfE has not published primary school data for 2021-22 due to the pandemic; this should return for 2022-23.

Our own internal data suggests that disadvantaged pupils are out-performed by their peers and although there is not a significant gap in data, their outcomes and progress in most areas is below what we expect it to be.

The main reasoning behind this is, according to our own internal assessment and analysis, down to the pandemic and barriers to learning that this had direct and indirect impact on.

Monitoring and observations show that there has been a rise in the need for support in mental-health, therefore we have made the decision to invest in supporting our children pastorally to best provide well-being focussed intervention; which in turn will make their school experience better and have a longer-term beneficial impact on progress and outcomes.

Because of the lack of data, we have not yet met the previous targets and have taken the decision to analyse our Pupil Premium Strategy and have reviewed targets in light of the full return to school and since we have been able to measure the impact of the pandemic both in terms of well-being and academic progress and outcomes.