

## 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.

### School overview

Detail	Data
School name	Mousehole School
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	18.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	10 <sup>th</sup> November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	C Roynon
Pupil premium lead	C Roynon
Governor / Trustee lead	L Hodgson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,500
Recovery premium funding allocation this academic year	£5,968
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£34,468

# Part A: Pupil premium strategy plan

## Statement of intent

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.

We will also consider the needs of other disadvantaged children – for example those with a social worker. The activities outlined in this strategy is also intended to support their needs.

## Challenges

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

Challenge number	Detail of challenge
1	Some of our pupil premium children lack confidence and aspirations. This affects their engagement and success in some curriculum areas.
2	For a number of reasons some of pupil premium children do not receive the same support, aspiration and motivation at home. For some individuals this affects their attainment across the spectrum of curriculum subjects and particularly in reading, writing and maths (see above).
3	We are particularly concerned about the impact of lockdowns on the youngest cohorts in the school. They were the least able to access remote learning and their social and emotional development has been significantly affected.
4	Data suggests that in maths our pupil premium children do not make as much progress on average as other children and fewer of them reach greater depth standard (GDS).
5	Whilst pupil premium attendance and punctuality is generally in line with the whole school population there are some individuals with significant barriers to their attendance and punctuality.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety caused by the uncertainty of covid related changes to routines e.g. the lack of support networks and enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

## 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
Pupils make at least expected progress in reading, writing and maths	Gap will close in attainment between PP and non PP
Specific children development maths fluency that ensures a confident approach to the subject and consequent improved progress and attainment	Pupil premium children talk confidently about their learning and progress during governor forums and monitoring
Increase overlearning and reinforcement in reading and maths	Increase in reading and maths progress and attainment
PP attendance, punctuality and readiness to learn increases.	No PP children are recorded as persistently absent and the number of late arrivals decreases.
All PP children see themselves as integral members of the school community and perceived limitations are challenged and overcome	PP children are able to engage in the full range of curriculum and wider school experiences
Children and their families are well supported in managing their own recovery from and adjustment to pandemic related issues.	All disadvantaged children (including but not limited to PP) make a self-assured and full recovery from lockdown related trauma, anxiety and subsequent learning gaps.
The younger cohorts in the school are well supported and make the most of all learning opportunities.	Good level of reading development (PSC pass for all children in Yr2 Dec 21 and Yr1 June 22). Maths attainment in line with expectations by the end of the academic year for yr R, 1 and 2.

## Activity in this academic year

The following pages 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: £ 17,551

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release for maths Mastering Number Programme	<p>Continued professional development for teachers involved which is disseminated to other staff.</p> <p>Countering the lost learning in the foundations of maths for our younger children.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	2, 3, 4
Extra teaching capacity in year Yr R/1/2	<p>Strong team with the capacity to facilitate effective phonics provision, mastery approach to maths and same day and targeted interventions.</p> <p>Sharing some PPA time enabling professional dialogue and effective use of time.</p>	1, 2, 3, 4
Purchase of NFER standardised diagnostic assessments Ensure staffing capacity to deliver and mark/review the papers	<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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 4
Use of WRM exercise books	<p>Introduction of high-quality maths texts books to support mastery approach to teaching maths, free up staff time spent on resource administration.</p> <p><i>Everything that we are currently learning about cognitive science and memory suggests that textbooks are a good thing for pupils – Nick Gibb 2015.</i></p>	2, 4
Purchase and roll out of Little Wandle SSP	<p>Extensive research reinforces the effectiveness of a systematic synthetic phonics programme in ensuring the best foundations for learning to read.</p> <p>Whilst we have had a history of good reading attainment outcomes, we wanted to ensure that the impact of Covid did not affect these outcomes, especially for the most disadvantaged in the school.</p>	1, 2, 3

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

Budgeted cost: £ 11,886

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>– Quality first teaching for all pupils.</li> <li>– TA CPD is ongoing for Maths and English by leads</li> <li>– English and maths are high priority on school development plan and CPD plan.</li> </ul>	<ul style="list-style-type: none"> <li>– EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</li> <li>– Sutton Trust – quality first teaching has direct impact on student outcomes.</li> <li>– Training and supporting highly qualified teachers deliver targeted support.</li> </ul>	1, 2, 3, 4
<p>Purchase web-based programs to be used in school at home.</p> <ul style="list-style-type: none"> <li>– Sumdog</li> <li>– Nessy</li> <li>– TT Rockstars</li> <li>– Seesaw</li> </ul>	<ul style="list-style-type: none"> <li>– EEF toolkit – parental engagement</li> <li>– EEF guide to pupil premium – targeted academic support</li> <li>– EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.</li> </ul>	2, 4
Use of NTP in school tutors	<i>There is a large body of evidence that tutoring and small-group tuition is effective – EEF</i>	1, 2, 3, 4
Use of TA for same day intervention and targeted 1:1 and small group support Training release time	EEF report - Teaching Assistant Interventions	1, 2, 3, 4
Early morning maths pre-teach interventions	ATM action research - Changing lives and providing equity through pre-teaching and assigning competence	1, 2, 4, 5

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

Budgeted cost: £ 4,228

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>– Challenge and support from head teacher for children causing concern</li> <li>– Breakfast provision and early morning maths clubs focussed on PP children and free to use</li> </ul>	<ul style="list-style-type: none"> <li>– Data shows pupils with highest attendance and best punctuality make the most progress, due to increased opportunities for overlearning and access to a personalised curriculum.</li> <li>– Access to incidental interactions and academic ‘warm-up’ activities limited by poor punctuality</li> </ul>	1, 5, 6
<ul style="list-style-type: none"> <li>– Proactive communication and support provided by both support staff and senior staff</li> <li>– Signposting for support and ensuring effective working relationships</li> </ul>	<ul style="list-style-type: none"> <li>– EEF toolkit– Parental engagement</li> <li>– Our own observations and assessments of positive outcomes for disadvantaged children in challenging circumstances.</li> </ul>	5, 6
<ul style="list-style-type: none"> <li>– Cultural capital experiences promoted in the curriculum.</li> <li>– Reduction in cost of trips for PP</li> <li>– Residential trip cost is greatly reduced for PP</li> <li>– Sports events promoted to PP who are encouraged to attend</li> <li>– Equipment provided for PP children to reduce any barriers to participation</li> </ul>	<ul style="list-style-type: none"> <li>– Learning is contextualised in concrete experiences and language rich environments.</li> <li>– Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</li> <li>– Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</li> <li>– EEF – sports participation increases educational engagement and attainment.</li> <li>– EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</li> </ul>	1, 5, 6
<ul style="list-style-type: none"> <li>– Development of ELSA role including:</li> <li>– Training</li> <li>– Resources</li> </ul>	<ul style="list-style-type: none"> <li>– Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.</li> <li>– EEF – social and emotional learning – improves interaction with others</li> </ul>	3, 5, 6

<ul style="list-style-type: none"> <li>- Appropriate accommodation</li> <li>- Dedicated time</li> </ul>	<p>and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p>	
<ul style="list-style-type: none"> <li>- Senior staff (TIS trained) will be available on a regular basis and ensure meaningful interactions with those children who need it most</li> </ul>	<ul style="list-style-type: none"> <li>- TISUK, Thrive etc evidence the positive impact of emotionally available adults in the life of children experiencing Adverse Childhood Experiences</li> </ul>	<p>1, 5, 6</p>

**Total budgeted cost: £ 33,665**

## 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.

The overall impact of our pupil premium strategy for 2020-2021 was hampered by further covid related lockdowns and related challenges in the academic year 20-21 however there were some notable successes as detailed below.

Continued use of pre-teaching and focused interventions had very good impact for some individuals particularly in KS2 in maths and reading. We had some positive feedback from the pupil premium children involved in our governor learning forums particularly around the support they had received and the impact that had on their confidence and progress.

The TA led interventions and pre-teaching ran in parallel with NTP groups funded by catch-up premium. We were lucky to be able to employ staff already working in the school for NTP so there was good communication between tutors and class teachers allowing the programs to adapt to ensure the best impact.

We were able to support those children in year 2 and lower KS2 who had not been successful in phonics to ensure they had appropriate reading skills to access the KS2 curriculum.

Following the lockdowns in January 2021, our intervention team were particularly focused on those children who had the biggest gaps due to disruption. This group of children which included but was not limited to PP children had suffered learning disruption for a number of reasons: limited support for home learning; Covid related anxiety and related absence due to family health issues; low level but significant trauma. We found same day interventions and lesson follow up from a small and experienced team of TAs was particularly successful for some children particularly in year 3/4 (Lugger Class) which had a significant portion of the school's PP population.

There is no doubt that some of the Covid mitigations in school presented challenges: staffing issues for staggered starts/breaktimes; challenges of whole school assemblies and associated academic celebration, promotion of school ethos etc; changes to normal school routines to promote learning and children's responsibilities. Some of our work in the latter Spring term and summer term was focused on countering this with some good successes. E.g. we carried out residential trips for all KS2 children - using some PP funding for this ensured that no children were left behind; availability of staff to improve school arrival/engagement for anxious children in KS1.