

# Pupil premium strategy statement Mousehole Primary School

1. Summary information					
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£20,394	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	107	<b>Number of pupils eligible for PP</b>	16	<b>Date for next internal review of this strategy</b>	February 2020

2. Current attainment (to protect the identity of individual children the Pupil Premium data below is drawn from 3 year averages)		
	<i>Pupils eligible for PP</i>	<i>All pupils at Mousehole</i>
<b>% reaching Expected Standard in reading</b>	83.8%	94%
<b>% reaching Expected Standard in writing</b>	91.7%	94%
<b>% reaching Expected Standard in maths</b>	83.3%	92%
<b>% reaching Expected Standard in reading writing and maths</b>	75%	88%
<b>Average progress score in reading</b>	4.39	3.66
<b>Average progress score in writing</b>	1.47	0.02
<b>Average progress score in maths</b>	-0.04	1.21

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers

<b>A</b>	Readiness to learn is limited by developmental delays for a number of PP children. This can lead to unwanted behaviours in lessons which impacts on their progress and that of others.
<b>B</b>	For some PP children working below expected standards for their age groups, the children recognise a gap between their attainment and their peers. This can impact on their confidence, further progress and ability to perform in test situations particularly in maths.
<b>C</b>	There is a significant lack of confidence in maths for some of our Pupil Premium children. There is evidence that they see maths as a subject in which they struggle and this is seen as a negative thing.
<b>D</b>	A sense for some children that they are not as able to overcome challenges and achieve what their peers can leads to low aspirations

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	Children with developmental and/or emotional delays have these delays addressed and show measurable progress through TIS assessments.	Children with developmental and/or emotional delays are more able to engage with learning more effectively and create less interruptions for themselves and others.
<b>B</b>	Selected Pupil Premium children working below the expected standard will make accelerated progress and close attainment gaps between them and their peers.	Attainment and progress measures will show a clear closing of attainment gaps. Individual PP children will be able to express the improvements in their attitudes to and confidence in maths.
<b>C</b>	Pupil Premium children feel more confident in maths and see struggle and overcoming barriers as a positive part of learning maths	External progress measures show clear impact on PP children from KS1-KS2. Internal measures show increased no. of PP children working at or above expected standard.
<b>D</b>	Promote PP children's confidence and sense of inclusion in the school community. PP children are able to successfully overcome challenges that they may not have the opportunity for.	Evidence for individuals shows greater sense of achievement and inclusion. Staff will be able to cite specific examples of impact on individuals.

## 5. Focussed expenditure

**Academic year\*** 2019-2020

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead (Cost)	When will you review?
B. By reducing gaps between PP and peers all children can work at greater level of challenge	Targeted support by TAs in all classes. Where appropriate this may include pre-teaching and academic clubs	From recommendations from partner schools and across the trust and recorded impact of this work at Mousehole.	Teacher to take responsibility for managing this work and ensuring it is appropriate for needs of the class. To be monitored by HT - pupil progress meetings and work scrutiny.	HT (£11,000)	Each term at pupil progress meetings.
B. All staff have the necessary knowledge, skills and resources to ensure the highest impact for Pupil Premium children	Training and support from Maths hub and other available avenues. Regular in house training and support from maths lead.	The impact of good subject knowledge and high quality assessment and teaching.	Through maths scrutiny, monitoring of progress for specific children, auditing staff knowledge.	HT (£2,000)	Maths monitoring
C. Pupil Premium children feel more confident in maths and see struggle and overcoming barriers as a positive part of learning maths	Targeted approach to raising confidence in maths for PP children and celebrating struggle as a positive part of learning maths. Celebrate effort rather than outcome, refer to HT for celebrating.	Our analysis of the pupil premium children who underperform in maths is that a significant number lack confidence in maths and this is particularly acute during tests and pressured situations.	Progress and attainment measures. Pupil progress meetings. Include a PP focus for maths learning forum.	HT (£5,000)	Termly

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead (Cost - if not included above)</b>	<b>When will you review implementation?</b>
A. Ensure dedicated release time for trained staff to deliver 1:1 developmental support for targeted children	Ensure staffing ratios are such that release time is available (particularly in job share classes)	The impact already seen on individuals through 1:1 Thrive work will continue under the new Trauma Informed Schools (TISUK) programme	Regular meetings with staff delivering 1:1 to ensure everything is working as it should be.	KS (£2,000)	April/June 2020
B. PP children across the school make accelerated progress in maths	Focused and flexible support for PP children appropriate to need. Recruitment of further TA to provide support in maths in KS2.	Progress of PP children to date using this method and evidence for adaptations to this approach from partner schools.	HT to monitor progress of PP children across classes and maintain focus on PP children during pupil progress meetings and data analyses.	HT	Each term and July 2020
C. Support for individuals to improve maths attainment is focussed and bespoke to need	Targeted 1:1 and pre-teaching for individuals in maths. Use of memory games for KS1. TA and Ts to focus HT stickers on rewarding effort in maths lessons. Regular fo PP chd.	Evidence of good impact of similar approaches in reading and writing. Evidence from partner schools about the impact of pre-teach sessions.	Regular review with maths lead. Pupil progress meetings.	HT	Each term and July 2020

<b>iii.Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review?</b>
C. To highlight maths as a fun and exciting subject to be explored.	Invest in practical maths workshop from outside provider.	Recommendations from partner schools.	We will ensure only high quality providers are considered.	HT (£500)	June 2020
D. Pupil Premium children see challenge as a healthy part of making progress and develop confidence in the process	Ensure PP children are able to take part in residential trips	Impact of residential trips on pupil confidence and positive sense of self. The citing of finance by parents as a factor for their children not taking part in residential trips.	Ensure all parents of PP children are aware of offer. School office to ensure collation of lesson payments.	HT (£1000)	June 2020
D. Pupil Premium children see challenge as a healthy part of making progress and develop confidence in the process	1:1 music tuition (leading to performing for an audience)	Children who learn musical instruments and are able to perform for an audience develop confidence and sense of self worth.	Ensure all parents of PP children are aware of offer. School office to ensure collation of lesson payments.	HT	June 2020
<b>Total budgeted cost</b>					

<b>Action</b>	<b>Cost centres</b>	<b>Forecast Expenditure</b>
Staffing (Support Staff)	Pupil premium	£11000
Staffing (Teachers)	Pupil premium	£4800
Resources and training	Staff training, Pupil Premium, supply other, maths hub funding	£2500
TIS training	Staff training, Pupil Premium	£800
External providers	Curriculum	£500
Curriculum resources	Pupil premium, IT, curriculum	£700
Equality of access	Pupil premium	£1200
	<b>Total</b>	<b>£21500</b>

6. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
B. By reducing gaps between PP and peers all children can work at greater level of challenge	Targeted support by TAs in all classes. Where appropriate this may include pre-teaching and academic clubs	Pre-teaching had clear positive impact on maths results for those children involved, this includes non-PP children.	This was an effective intervention. Can we adapt this approach and widen it's impact? Through monitoring and observation some pupil premium claim to be less confident in maths there was also an association with struggle and maths. We need to find ways to tackle and overcome this.	£1500
B. All staff have the necessary knowledge, skills and resources to ensure the highest impact for Pupil Premium children	Training and support from Maths hub and other available avenues. In house support from maths lead	Continued training for teaching staff has been effective with good evidence of impact on teaching and learning. There has been some in house training for support staff and some external training which was not of great quality.	Some changes were made to the school calculation policy in light of training there were also some good discussions about technical aspects of maths teaching. More in house training is needed especially for TAs.	£1500
C. Increased learning engagement and confidence	Ensure REAL projects include working with experts and engaging events and resources	The impact of REAL project learning has been evidenced consistently by learning forums over recent years. By providing engaging learning opportunities we engage and motivate students.	Due to the needs of the children involved and the fact that this method has impacted more on writing results and less on maths results we would not repeat this method unless cohort needs change significantly. We have been able to provide much of this type of curriculum enhancement through FROMs funds this year.	£600

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
A. Ensure dedicated release time for trained staff to deliver 1:1 developmental support for targeted children	Ensure staffing ratios are such that release time is available (particularly in job share classes)	Significant impact on individuals. Maintained and improved their engagement with school and learning.	Ensure staff have effective time and support to deliver programmes effectively	£7039
A. Ensure all staff involved in interventions are confident in their approach and appropriately resourced (including appropriate time for delivery)	Supervision and ongoing training for TIS staff	See above.	See above.	£2000
B. PP children across the school make accelerated progress	Focused and flexible support for PP children appropriate to need.	PP children on the whole have been well supported and made good progress - particularly the children who have been at Mousehole for extended periods. Less impact on the children recently joining the school or who have been assessed at other schools in KS1. This is particularly significant in maths.	Review methods of supporting PP children in maths. On arrival assessments to measure the impact of these interventions since pupil joined the school.	Included support staff costs above



<b>iii.Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
C. PP children show increased confidence and subsequent engagement and progress	Use of exciting curriculum opportunities and events. Investment in specific resources.	This has been the case for some individuals but hard to evidence that this has been due to investment in particular projects.	We will use other avenues to fund the curriculum enhancement activities that have improved engagement (these impact on all children).	0
C. PP children show increased confidence and subsequent engagement and progress	Some of the costs of extra curricular activities are funded by Pupil Premium so that they can access all opportunities available	There has been some excellent improvement in confidence in individual children engaging in peripatetic music lessons. There has been clear impact for individuals were PP funding has made the difference between them attending residential trips and not attending.	Continue to offer 1:1 music tuition funding and promote this to other PP children. Children in receipt of FSM are funded via Music Service Trust. Continue to provide reduced fees for residential trips.	£850
<b>Total</b>				<b>£13389</b>

## Progress measure and attainment gap data for years 2017-2019

Note: the below data has been presented by year group as it does not present a risk of identifying individual children. However it should be considered in the context of some cohorts having very small numbers of pupil children and significant differences from one cohort to the next in terms of Pupil Premium numbers and the needs of individual children.

### READING

Attainment gap closing over time  
Progress measure improved from 2017

Year	Attainment: Scaled Score	Progress
2017	-2.9	-1.6
2018	-1.3	0.4
2019	-8.0	-2.9

### WRITING

Attainment gap closing over time  
Progress comparison improved over time

Year	Attainment (Pupil Dif)	PROGRESS
2017	0	2.3
2018	1	4.3
2019	-1	-1.4

### MATHS

Significant gap in terms of  
attainment and progress

Year	Attainment: Scaled Score	Progress
2017	-0.6	-0.9
2018	-4.3	-2.8
2019	-7.9	-4.0