

Pupil premium strategy statement Mousehole Primary School

1. Summary information					
Academic Year	2020-2021	Total PP budget	£22,865	Date of most recent PP Review	July 2020
Total number of pupils	103	Number of pupils eligible for PP	22	Date for next internal review of this strategy	February 2021
<p>- Some of the below are continuations of the work from 2019-2020 in part because of the Covid related restrictions to completing the previous plan and partly because the barriers are still significant for a number of the pupil premium children in the school.</p> <p>- There is significant overlap between this plan and our Covid Catch-up plans due to significant overlap between our Pupil Premium children and those most affected academically by the lockdown.</p>					

2. Current attainment (to protect the identity of individual children the Pupil Premium data below is drawn from 3 year averages 2017-2019) NB there is no data for the academic year 2020		
	<i>Pupils eligible for PP</i>	<i>All pupils at Mousehole</i>
% reaching Expected Standard in reading	83.8%	94%
% reaching Expected Standard in writing	91.7%	94%
% reaching Expected Standard in maths	83.3%	92%
% reaching Expected Standard in reading writing and maths	75%	88%
Average progress score in reading	4.39	3.66
Average progress score in writing	1.47	0.02
Average progress score in maths	-0.04	1.21

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

In-school barriers

A	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	There is a lack of confidence in the use of accurate English grammar for some of our Pupil Premium children. Whilst GPS results improved for PP children in 2019 it is important that we maintain a focus on these skills for PP children to ensure progress is embedded.
C	There is a 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 that they see struggle as a negative thing.
D	There are a significant number of pupil premium children in Luggar Class this year (12 children, more than half of the school's PP population). Any PP strategy must address any significant barriers for these children.
E	For some pupil premium children the barriers to effective home learning will have been more significant than their peers and hence they will be a focus for any Covid related Catch-up plans.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	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	Selected Pupil Premium children working below the expected standards in phonics understanding and Grammar, Punctuation and Spelling will make accelerated progress and fill in gaps in knowledge and understanding.	Improvement in GPS and phonics outcomes. Those PP children who have previously failed phonics screening are not disadvantaged in KS2.

C	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 expected standard and greater depth standard in maths.
D	The class team in Lugger Class has a clear focus on effectively addressing barriers to learning for PP children	Accelerated progress for PP children in Lugger Class.
E	Any gaps in knowledge and skills due to Covid Lockdown and subsequent absences are quickly and effectively addressed by any catch up plans.	Leading to outcomes as in C above.

5. Focussed expenditure						
Academic year*		2020-2021				
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?	
5.1	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 £9,600	April/June 2021
5.2	B, By reducing gaps between PP and peers all children can work at greater level of challenge	Targeted support by TAs in all classes to include pre-teaching and same-day intervention. Focussed on GPS and phonics catch-up LKS2 and Phonics in KS1.	Positive impact of this work at Mousehole in previous years.	Teachers 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 £12,000	Each term at pupil progress meetings.
5.3	C-E, By reducing gaps between PP and peers all children can work at greater level of challenge	Targeted support by TAs in all classes to include pre-teaching and same-day intervention. Focussed on LKS2	Positive impact of this work at Mousehole in previous years.	Teachers 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 Cost from 5.2	Each term at pupil progress meetings.

5.4	C-E. 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 Cost from 5.2	Maths monitoring
5.5	C-E. All staff have a shared understanding of Mousehole's approach to pedagogy and their role within it.	Review of teaching, learning and assessment policy. Beginning with verbal and written feedback.	SHIP and internal scrutiny in 2019-202. With a considerable investment in support staff it is important that they feel confident in their role and when feeding back directly to children.	Regular plan, do review cycle. Regular meetings and training with HT and SENCo	HT Cost from 5.2	Spring 2021
5.6	C-E. Transition between job shares causes the minimum of disruption to learning	Ensure both parts of job share are in school together on Wednesdays and have opportunities to plan, assess and teach together.	Providing this overlap improves communication between teachers and adds value to PPA. The overlap of teacher time also provides more effective PPA provision for other classes.	Normal monitoring procedures	HT Cost from 5.1 above	Ongoing

5.7	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	Termly
ii. Targeted support						
	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 - if not included above)	When will you review implementation?
	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). <i>The opportunities for this may be limited in the Autumn term due to staff shortages and increased duties.</i>	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 Costs from 5.1 above	April/June 2021
	B. PP children across the school make accelerated progress in GPS	Focused and flexible support for PP children appropriate to need. Recruitment of further TA to provide capacity for support in GPS 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.	AM Costs from 5.2 above	Each term and July 2020

	B. PP children across the school have effective spelling skills.	Use of Nesy Spelling and Reading programme across the school	Effective use of Nesy previously. Considerable number of PP children (and others) with dyslexia tendencies and challenges with phonics learning.	To be used as whole class, small group and bespoke individual learning resource.	AM (£816)	
	C. 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 capacity for 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 Costs from 5.2 above	Each term and July 2020
	C. PP children understand challenge and struggle in maths as a positive part of becoming more confident mathematicians	TA and Ts to focus praise on struggle and challenge in maths. Regular for PP chd.	Evidence of good impact of similar approaches in reading and writing. Evidence from monitoring showing confidence as a significant barrier in maths for some PP children.	Regular review with maths lead. Pupil progress meetings. Further internal and external monitoring.	HT Costs from 5.2 above	Each term and July 2020
	D. Non SEN PP children in LKS2 make accelerated progress in maths	Extra support hours include dedicated maths focussed TA working as part of teaching team in yr 3/4 maths lessons and providing intervention for the same children.	EEF - Making Best Use of TAs.	Regular, direct monitoring and support from HT. Monitoring and review with class teachers and HT	HT Costs from 5.2 above	

iii.Other approaches					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
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	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 and have opportunities to experience success in various elements of school life.	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 £500	June 2020
	Total budgeted cost					

Action	Cost centres	Forecast Expenditure
Staffing (Support Staff)	Pupil premium	£12000
Staffing (Teachers)	Pupil premium	£9600
Resources and training	Staff training, Pupil Premium, supply other, maths hub funding	£1200
Curriculum resources	Pupil premium, IT, curriculum	£1000
Equality of access	Pupil premium	£1500
NB overlap with Covid Catch-up costs - Total		£25300

6. Review of expenditure				
Previous Academic Year		2019-2020		
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	There was significant progress for some individuals. Some of the impact of this approach was limited by the lockdown in March.	We will continue this approach and continue to target specific children.	£11,000
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.	There was significant progress for some individuals. Some of the impact of this approach was limited by the lockdown in March.	Maths hub training has been effective when adapted to our context (split year classes, job shares etc). Opportunities for discussion and refinement in teams (teachers, TAs and class teams) has been very effective.	£1500
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.	This is a small intervention and has little cost but is effective when employed consistently.	Not always promoted regularly and effectively.	£200

ii. Targeted support				
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
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)	Very effective for certain individuals. Much better engagement than anticipated without this support.	Ensure this approach continues. Effective time for staff to deliver is difficult to achieve. Some of this work can be achieved without separate intervention time. Various barriers to the impact achievable by HT for 1:1 work.	£4800
B. PP children across the school make accelerated progress in maths	Focused and flexible support for PP children appropriate to need.	There was significant progress for some individuals. Some of the impact of this approach was limited by the lockdown in March.	We will continue this approach and continue to target specific children. Balance of in class extra support and pre-teach/same day intervention.	Part of £11,000 above Supply costs for training £1200 Resources £600
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.	There was significant progress for some individuals. Some of the impact of this approach was limited by the lockdown in March.	We will continue this approach and continue to target specific children. Balance of in class extra support and pre-teach/same day intervention.	Part of costs above

iii. Other approaches				
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
C. To highlight maths as a fun and exciting subject to be explored.	Invest in practical maths workshop from outside provider.	Not completed due to Covid lockdown	NA	£0
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	There has been clear impact for individuals where PP funding has made the difference between them attending residential trips and not attending.	Continue to provide reduced fees for residential trips. Consider the idea presented by an other school where by parents are given an explicit amount which they can apply for (or be used for music tuition and/or residential trips).	£1800
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)	There has been some excellent improvement in confidence in individual children engaging in peripatetic music lessons.	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.	£600
Total				£21,700

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