

Mawnan CE VA Primary School Pupil premium strategy statement 2018-2019



- We ensure that teaching and learning opportunities meet the needs of all our pupils;
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged;
- Pupil premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Children receiving free school meals will not always be in receipt of pupil premium interventions at any one time.

1. Summary information					
School	Mawnan CE VA Primary School				
Academic Year	18-19	Total PP budget	£ 12,780	Date of most recent PP Review	October 2018
Total number of pupils	123	Number of pupils eligible for PP	9	Date for next internal review of this strategy	May 2019

2. Current attainment – Achievement Profile 2018							
		Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)			
Year 1 phonics screening check		None		95% (82%)			
Year 2 phonics (re-take)		None		75% (92%)			
Key Stage 1 Attainment		Writing		Reading		Maths	
	% Pupils eligible for PP	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected	0%	None	70%	None	80%	None	85%
% achieving greater depth		None	25%	None	25%	None	25%

Key Stage 2 Attainment		Writing		Reading		Maths	
	% Pupils eligible for PP	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected	8%	100%	83%	100%	83%	100%	75%

% achieving greater depth		0%	25%	0%	25%	100%	9%
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2. Average progress for disadvantaged pupils in reading, writing and maths at KS2

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	100%	64%
progress score in reading	-5.44	-0.31
progress score in writing	-4.16	-0.24
progress score in maths	-0.62	-0.31

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

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Low level on entry to school. PP pupils are often not school ready and need additional intervention to access and make progress on the EYFS curriculum
B.	Speech, language, vocabulary and comprehension skills in key stage 2 are often low for children who are eligible for PP, this can be a barrier to attainment in reading and writing
C.	Pupils eligible for PP also have specific learning needs
D.	Learning Behaviours such as pride, perseverance, resilience and confidence require further development for a number of KS2 pupils eligible for PP

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Some parents with children eligible for PP have lower levels of engagement with the school and their children's learning (e.g. children are not read with and do not complete home learning tasks)
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure good outcomes in EYFS and prepare pupils for the next stage in their education.	PP pupils will receive additional objective focused support and will achieve a Good Level of Development at the end of EYFS

B.	To improve attainment in English for pupils eligible for pupil premium by having a positive impact on school level reading and writing attainment. Improve reading related attitudes and behaviours, focusing on diminishing the differences for PP children in Y5 and Y6.	All children will be EXS by the end of the year (unless they have additional needs) 100% of pupils make at least expected progress.
C.	To improve attainment in Mathematics for pupils eligible for pupil premium by having a positive impact on school level mathematics achievement and improving related attitudes and behaviours. Focus on diminishing the differences for PP children in Y5 and Y6.	All children will be EXS by the end of the year (unless they have additional needs) 100% of pupils make at least expected progress.
D.	A whole school focus on Growth Mindset and Learning Powers will support confidence, resilience and perseverance especially for our KS2 children. To ensure good pastoral support for pupils eligible for pupil premium including mentoring to ensure full engagement in learning.	KS2 pupils have developed confidence, resilience and perseverance in their learning Pastoral support is in place targeting PP pupils and these pupils will display high levels of engagement in their learning.
E.	Teachers will take proactive steps to mobilise and support parents to be more involved with their child's learning. Teachers and Teaching assistants will support children from families are unable to facilitate home learning.	Raised level of parental engagement and involvement in children's learning

5. Planned expenditure

Academic year

2018/19

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	When will you review implementation?
To improve achievement for all pupils eligible for pupil premium by having a positive impact on the core classroom	Continue with additional TA support in class in the afternoons to enable facilitation of individual interventions by teacher, such as writing	EEF evidence shows that employing an additional TA to support in class enables the facilitation of individual interventions by teacher.	Lesson observations, timetabled progress checks, pupil progress meetings and data analysis will demonstrate the impact of this approach.	Headteacher (PP Lead)	Termly at pupil progress meetings

teaching of reading, writing and maths. Focus on diminishing the differences between progress and attainment of PP and all children.	workshops, maths support and rapid Intervention. Timetabled intervention time will focus on post-teaching, pre-teaching and rapid intervention to ensure that no child is left behind.				
Improve the outcomes in maths across the school through high quality first teaching.	All year groups will follow the white rose maths teaching sequence and a mastery approach to teaching maths.	OFSTED research in 2014 found that high quality first teaching has a big impact on the achievement of all pupils; especially PP children as the expectation for all rises. Under achievement in maths has been evident since the implementation of NC14 and is the single reason why we are below floor standards for attainment and a coasting school. This was noted by Ofsted as an area for improvement. Standards improved in 2018 but progress in maths is still below 0.	Whole school CPD lead by maths leader, involvement in Maths Hub training, lesson observations and book looks.	Maths Leader	Termly at pupil progress meetings
Total budgeted cost					No additional cost
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	When will you review implementation?
To improve achievement in reading for pupils eligible for pupil premium.	Targeted programme of reading which focuses on comprehension skills and supporting pupils to develop fluent reading capabilities. 1:1 regular reading for all PP pupils and PM benchmarking	EEF evidence shows that teaching a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves.	Pupils identified by class teachers each term and progress evaluated as part of pupil progress meetings. We will accurately diagnosis the capabilities and difficulties that a child might be having to ensure that interventions are appropriate and have high impact.	Headteacher and English Lead	Termly as part of SEN pupil outcomes reviews & pupil progress meetings

<p>To improve achievement in English for pupils eligible for pupil premium by having a positive impact on school level writing attainment.</p>	<p>Individualised support to teach writing composition strategies through modelling and guided groups. This will include strategies for spelling, handwriting and grammar. This will be delivered by the teaching assistants.</p> <p>Other approaches might include: streamed phonics , Nesy, phonological awareness and pre/post-teaching.</p>	<p>EEF evidence shows that individualised instruction provides different tasks for each learner, providing support at the individual level. It is based on the idea that all learners are different and therefore have different needs, so an individualised or personally tailored approach to instruction ought to be more effective, particularly in terms of the tasks and activities that pupils undertake and the pace at which they make progress through the curriculum.</p>	<p>Pupils identified by class teachers each term and progress evaluated as part of pupil progress meetings.</p>	<p>Headteacher and English Lead</p>	<p>Termly as part of SEN pupil outcomes reviews & pupil progress meetings</p>
<p>To improve achievement in Mathematics for pupils eligible for pupil premium by having a positive impact on school level mathematics attainment and improving related attitudes and behaviours.</p>	<p>Individualised/small group mathematics instruction delivered by teaching assistants to children who find maths extremely difficult.</p> <p>Individualised/small group Mathematics support to increase fluency - rapid recall of number facts and objective led teaching.</p> <p>Maths tuition</p>	<p>EEF evidence shows that individualised instruction provides different tasks for each learner, providing support at the individual level. It is based on the idea that all learners are different and therefore have different needs, so an individualised or personally tailored approach to instruction ought to be more effective, particularly in terms of the tasks and activities that pupils undertake and the pace at which they make progress through the curriculum.</p>	<p>Pupils identified by class teachers each term and progress evaluated as part of pupil progress meetings.</p>	<p>Headteacher Maths Lead</p>	<p>Termly as part of SEN pupil outcomes reviews & pupil progress meetings</p>

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 implementation?
To improve engagement of pupils eligible for pupil premium in UKS2	Weekly coaching with a focus on progress towards personal targets in writing	All pupils in UKS2 are underachieving or are at risk of underachieving in writing	Pupils have been identified by the PP Lead, training and regular monitoring.	Headteacher/ Class 4 Teacher	Termly as part of SEN pupil outcomes reviews & pupil progress meetings
Total budgeted cost					£11,705 (TA hours x hourly rate)

6. Review of expenditure				
Previous Academic Year		2017-2018		
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
To improve achievement for pupils eligible for pupil premium.	Teaching Assistant in the afternoon in class 2, 3 and 4 to deliver interventions. Targeted interventions included: Phonics catch up, handwriting, fine motor development, 1:1 reading, maths fluency	Individual interventions along with first quality class teaching have impacted positively on attainment of pupil premium and other pupils but there are still PP pupils who are under achieving.	Pupil premium spending needs to further support the pupil in reading, writing and maths as not all pupils are working at the expected standard for their year group. Funding additional adults will continue but interventions will be better planned, more focused and will be delivered by both the teaching assistant and the class teacher with a clear outcome.	£8,042
To improve achievement for pupils eligible for pupil premium in maths.	Every Child Counts 1 and 2 1:1 maths intervention for Y5 and Y6	Sandwell test exit tests demonstrate that children made 11 months over expected progress.	Pupils who take part in ECC intervention make solid progress but this does not impact on their ability to achieve 100+ in their maths SATs. Ensure that ECC pupils are tracked throughout KS2 and measures are put in place to ensure progress continues.	£8,227
To improve achievement for pupils eligible for pupil premium in reading.	KS2 small group intervention with intervention teacher	Children made positive gains in reading points but not all pupils are now working at the expected standard for their year group.	Develop a more explicit way of teaching reading comprehension strategies through modelling and supported practice. Improve whole class teaching of reading (see above)	

<p>To improve achievement for pupils eligible for pupil premium in writing.</p>	<p>Phonological awareness and story structure writing group</p>	<p>Children made positive gains in writing points but not all pupils are now working at the expected standard for their year group.</p>	<p>Develop more focused interventions that teach writing composition strategies through modelling and supported practice. Ensure that all pupils eligible for pupil premium in UKS2 have regular opportunities to discuss their writing and focus on their attainments gaps.</p>	
<p>Total Cost</p>				<p>£16,269</p>