

# Pupil premium strategy statement 2020-21 – St Mawes Primary School

1. Summary information					
School	St Mawes Primary School				
Academic Year	2020-21	Total PP budget	£10,760	Date of most recent PP Review	Sept 2020
Total number of pupils	38	Number of pupils eligible for PP	9	Date for next internal review of this strategy	Jan 2021

2. Current attainment for 2020 – SATS data unavailable due to Covid		
	<i>Pupils eligible for PP (0 pupils) in Year 6 2019</i>	<i>Pupils not eligible for PP (6 pupils)</i>
% achieving expected standard in reading, writing and maths	N/A	66% (4/6 pupils)
% making expected progress in reading	N/A	66% (4/6 pupils)
% making expected progress in writing	N/A	66%(4/6 pupils)
% making expected progress in maths	N/A	83% (5/6 pupils)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Raise standards to expected in reading and maths for some PP children.
B.	Raise emotional resilience for some PP children
C.	Higher ability PP children to maintain good progress across all subjects
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Enhance parental support with reading and homework for some PP children
E.	Support and signpost parents to extra-curricular activities

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved maths and reading outcomes for all pupils	Pupil eligible for PP make expected or more than expected progress
B.	Emotional resilience addressed through talk time, DIT	Pupils are emotionally equipped to be able to learn at their full potential
C.	High rate of progress for high attaining pupils	Pupil eligible for PP identified as high ability make as much progress as other high ability pupils

<b>D.</b>	Further improve parental engagement, support, and expectations	All PP pupils reading at home and having support with homework
<b>E.</b>	Funding to support families with clubs/residentials/trips	All PP pupils have opportunities to take part in all enrichment activities

## 5. Planned expenditure

**Academic year**

**2020-21**

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

<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 implementation?</b>
A. Improved maths and reading outcomes for all pupils	All staff aware of the data of PP pupils. Individual targeted approach supported by both adults and reading buddies. Support in school for pupils not reading at home (with adults and buddies). Regular focus on reading activities. Hearing high quality reading from adults regularly (regular stories in class) Pre-teaching vocabulary Staff training and support from Maths Hub. Ensure high quality home learning is in place to support maths and reading including access to subscription apps.	Not all PP pupils have made the expected progress in reading. We want to ensure that all PP pupils are supported at home with their reading.	Half termly data reviews. Reading rewards, Lesson drop ins.	KC	Jan 2021

C. Continue a high rate of progress for high attaining PP pupils	Higher attainment of high ability pupils to be a focus for all teaching staff. Staff training on challenge and mastery. DIT available to enhance learning. Use subscription apps to promote challenges across the trust.	We want to ensure that PP pupils achieve high attainment rather than just meeting the expected standard.	Monitoring visit to include higher ability pupils (pupil conferencing, book scrutiny, lesson drop ins)	KC	Jan 2021
<b>Total budgeted cost</b>					£9,760 – to include A and B below
<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</b>	<b>When will you review implementation?</b>
A. Improved maths and reading skills with an enhanced desire to read	Targeted intervention and in class support. Reading buddies. Access to apps such as Sumdog, Nessy and Seesaw for both classroom practice and home learning.	Past evidence has proved that targeted intervention and class support for certain pupils has had a very good impact	Reviews of intervention programmes by SEND coordinator. Targeted pupils will make expected or more than expected progress.	KC/AP	Jan 2021
B. Improved emotional resilience and understanding of metacognition	TIS, Talk time, DIT, socially speaking and in class support, use of pre-teaching. Extra support available from PSA.	Past evidence has proved the programme we have used has had a very good impact on the emotional resilience of our pupils. Research suggests pre-teaching promotes confidence and self-esteem for those who may find a new concept challenging	Pupil conferencing to discuss attitudes to learning. Discussions with staff regarding pupil's emotional resilience. Use of learning line	All staff	Jan 2021
<b>Total budgeted cost</b>					£9,760 – to include A and C above
<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 implementation?</b>
D. Improved parental engagement with	Reading certificates and vouchers. Support in school for pupils that are	Pupils who are provided with consistent from both home and school will achieve better.	PSA to feedback and evaluate her support. Increased parental	KC	Jan 2021

reading (skills and desire) and homework	not being supported at home (reading with both adults and buddies). Curriculum workshop (with reading focus) for parents and carers. Parent/teacher meetings to discuss pupil progress and targets. PSA support where needed.	Recent research from the DfE, 'Parental involvement in the form of at home good parenting has a significant positive effect on children's achievement'.	engagement and support with reading/homework.		
E.Pupils to have wider contextual experiences and gain cultural capital	Financial support provided. Signpost to experiences An experience rich curriculum Access to activities which as usually extra-curricular	This will ensure that all PP pupils have a wide array of experiences which will support them with their life skills and social skills.	Pupil conferencing to allow pupils to talk widely about their experiences.	KC	Jan 2021
<b>Total budgeted cost</b>					£1000

6. Review of expenditure				
Previous Academic Year		2019/20 (data for progress from 2018/19, no SATs data due to Covid)		
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
A.Improved reading skills	All staff aware of the data of PP pupils. Individual targeted approach. Regular focus on reading activities. Research reading packages from other Aspire schools. Support in school for pupils not reading at home.	4/5made expected progress.	The reading packages used by other schools were explored and were deemed not transferrable to our school. The reading bands were re-evaluated as part of a discussion with the children and a new approach is to be implemented. Increased sessions of guided reading to be put in place for the current cohort.	
C.High rate of progress for high attaining PP pupils	Higher attainment of high ability pupils to be a focus for all teaching staff. Staff training on challenge and mastery.	Progress was evident in reading and writing but not in maths	Confidence in maths skills to be improved by working with groups of a higher challenge. Explore the use of apps to promote maths challenge particularly with home learning.	
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.Improved reading skills	Targeted intervention and in class support	4/5made expected progress	PP pupils will continue to be high profile with their individual needs focused on.	
B.Improved emotional resilience	Talk time, DIT, socially speaking	Staff are consistent in their support of pupils, providing time to talk as well as working closely with the PSA. Pupils have responded positively to discussions regarding mental health and emotional resilience and find DIT a supportive learning opportunity	Continue to promote improved emotional resilience and embed metacognition and pre-teaching to boost confidence and self-esteem, especially after return from lockdown.	
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
D.Parental engagement is improved with reading and homework	Reading bands. Support in school for pupils that are not being supported at home. Phonics/reading workshop for parents. Parent/teacher meetings to discuss pupil progress and targets. PSA support where needed.	PSA support has been implemented where required. Phonics and reading workshops not held due to Covid. Access to Seesaw provided and parents supported to develop home learning . Reading vouchers had some impact encouraging many to read, improved desire and motivation with change of prize.	Reading bands have been re-evaluated with pupil voice and certificates and vouchers now in place. Seesaw has worked very well and we have 100% of pupils accessing the app for homework. We will continue using this and other apps to support remote learning and have a system in place in case of another lockdown.	
E.Pupils to have wider contextual experiences.	Financial support provided	Pupils had access to some wider contextual experiences, but many activities were postponed/cancelled due to Covid	Continue with this support and explore the opportunity to provide more experiences (as appropriate due to Covid guidelines)	

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)