

1. Summary Information					
School	Mawgan-in-Pydar				
Academic Year	2019/20	Total PP budget	£24,920	Date of most recent PP Review	Nov 2019
Total number of pupils	133	Number of pupils eligible for PP	11FSM, 4 LAC & 4 Service (8.3%)	Date for next internal review of this strategy	Ongoing/July 2020

2. Current attainment		
2019 SATs	Y6 pupils eligible for PP (1)	Pupils not eligible for PP (16)
% meeting standard or above in reading, writing and maths	1 pupil 100%	13 pupils 82%
% meeting standard or above in reading	1 pupil 100%	13 pupils 82%
% meeting standard or above in writing	1 pupil 100%	15 pupils 94%
% meeting standard or above in maths	1 pupil 100%	14 pupils 88%
% attaining greater depth in reading, writing and maths	0 pupils 0%	3 pupils 18%
% attaining greater depth in reading	0 pupils 0%	7 pupils 47%
% attaining greater depth in writing	0 pupils 0%	3 pupils 18%
% attaining greater depth in maths	0 pupils 0%	7 pupils 47%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Emotional and behavioural issues for some PP children in KS1 and KS2 has the potential to impact detrimentally on rates of learning and progress across phases.
B.	High ability PP pupils need to be identified early and supported to achieve GDS.
C.	Ensure all PP children who have other identified possible barriers to learning (EAL, SEN, EBD), also have in addition to planned interventions, individualised non-academic styled support to ensure they reach their full potential.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Some pupils may benefit from support in completing homework and additional revision support.	
E.	Some low-income families find it hard to find extra enrichment activities or to fund wrap around care.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		
	Success criteria	
A.	<p>i. All pupils access quality first teaching including lessons that are well differentiated, take into consideration different learning styles and are based around pupils' interests.</p> <p>ii. Explore 1:1 and small group targeted intervention sessions, utilising teachers (EEF Research) to ensure greatest impact – incremental learning and accelerate progress.</p>	PP children make the same progress as non - PP children. A higher % of PP children achieve the expected standard and GDS in RWM by the end of KS2.
B.	<p>i. To effectively support pupils with social and emotional difficulties further so that it does not impact on their progress. Use whole school TIS approach to improve children's emotional resilience</p> <p>iii. PP pupils will be emotionally assessed and intervention and classroom activities will be delivered to address their ability to adapt to stressful and emotional situations – ELSA support (1 afternoon session each week).</p> <p>iii. To explore a progressive PSHE curriculum and trial ahead of investment.</p>	PP pupils with SEMH needs will demonstrate an increasing ability to self-regulate and increase their in-class learning time in order to improve progress rates. PP are able to properly adapt to stress and adversity, managing their emotional reactions.
C.	School provides and funds enrichment opportunities for all children through a variety of extra-curricular clubs and activities both on site (with teachers) and off-site (with teachers).	<p>Equality of access for all children (when comparing PP to non PP children).</p> <p>Development of cultural capital and access to a rich, vibrant curriculum.</p>

5. Planned expenditure	
Academic year	2019/20
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?
<p>(A) i. All pupils access quality first teaching including lessons that are well differentiated, take into consideration different learning styles and are based around pupils' interests. Progress rates for PP children are improved. (Continued from last year)</p> <p>i. Improve phonic outcomes for boys and PP pupils to be above National.</p> <p>Aii. Targeted Y6 pupils receive 1:1 and small group targeted intervention support for Mathematics/ reading comprehension revision.</p>	<ul style="list-style-type: none"> ➤ Ensure all teachers have shared and understood the 2019 data analysis (Staff Meeting with HOS/SP). ➤ Use assessments, alongside moderation to track progress of children, with all teachers being aware of data relating to PP children. ➤ Establish regular, consistent monitoring of lesson planning, delivery and outcome. ➤ HOS to establish and model effective pupil progress meetings. ➤ Targetted and focused phonic support for all PP children (specifically PP boys). Teacher & TA refresher RWInc CPD from English Hub. ➤ Exploration of 1:1 programme of revision support devised through data and gap analysis. 	<p>2019 phonic outcomes for boys</p>	<p>Pupil progress data. Monitoring Activities. Termly Hub Council Monitoring.</p>	<p>DC/LMc & all teachers DC to organise - English leads to co-ordinate and monitor</p>	<p>Termly Phonic session QA</p>
<p>B) i. Establish effective, consistent support systems for those pupils with social and emotional difficulties.</p>	<ul style="list-style-type: none"> ➤ Emotionally available adult support reviewed and increased. Support will be put in place to ensure that SEMH pupils are effectively managed and disruption to their own learning reduced. ➤ TIS CPD to be arranged by HOS for all staff. Delivered by Inclusion team, modelled by SENDCo. ➤ New SENDCo to undertake 10 day TIS CPD. 	<p>Increased SEMH pupil needs</p>	<p>Organised and timetabled by HOS</p>	<p>DC & MM and C4 teachers</p>	<p>Spring 2020</p>

<p>Bii. All pupils will access a comprehensive PSHE (incorporating Spiritual, Moral, Social and Cultural) curriculum that is developmentally appropriate for all year groups.</p> <p>Biii. Introduce and arrange CPD for a new PSHE curriculum resource</p>	<ul style="list-style-type: none"> ➤ Revisit, rewrite and ensure adherence to the Behaviour and Positive Relationships Policy. ➤ Whole school TIS approach adopted to improve children’s emotional resilience. ➤ Rotas and support timetables established for identified pupils and their support network. ➤ Stabilise SENDCo provision and embed systems, record-keeping and parental communication. ➤ Ensure new C4 teachers are supported to establish behaviour expectations and learning attitudes. ➤ Explore purchase of Jigsaw resources and training. (Cost potentially spread across 2 academic years) 	<p>Trauma Informed Schools evidence based research and CPD.</p> <p>Increased numbers of pupils with identified SEMH needs and staff without CPD/understanding to effectively respond and/or support.</p> <p>Pupils will receive a developmentally appropriate PSHE programme that provides coverage and learning opportunities as mapped in accordance with current Ofsted SMSC guidelines.</p> <p>Assessment resources will be used to identify pupils who require additional support in any of the above topics.</p>	<p>My concern – decrease in number of reported concerns or pupil dysregulations.</p> <p>Progress of pupils.</p> <p>Increased in-class learning time.</p> <p>HOS feedback from teachers/TAs</p>	<p>LS/SENDCo/ SEMH TA/PSHE Lead and all teachers</p>	<p>Ongoing</p>
<p>(C)</p> <p>i. PP children to be facilitated to experience a wider range of sports, arts and forest-based learning.</p> <p>ii.To ensure that we provide residential opportunities that would not have been experienced otherwise.</p>	<ul style="list-style-type: none"> ➤ Forest School experience extended to all KS2 classes and linked to ILP learning. ➤ HOS to review and improve the variety of cultural/residential experiences available to all pupils – linked to new Curriculum. ➤ Establish systems to track PP pupil engagement in additional opportunities. Ensure that there are no barriers to this e.g. cost. ➤ Ensure that TA support is available and offered to PP pupils with SEMH or SEND needs in order to attend enrichment opportunities. ➤ ILPs linked to investment in Cornerstones Maestro – a new curriculum. 	<p>Research evidences that PP pupil’s cultural capital is limited in comparison to their peers. This approach will ensure that all PP pupils have equality of access to a variety of extracurricular opportunities. This will diminish the difference and provide opportunities to excel in and experience social situations / clubs that they would not normally attend.</p>	<p>A wider range of residential trips offered to more pupils (including visiting cities, places of worship for different faiths and experiencing different performing arts) at a reduced cost.</p> <p>PP pupils will access all school trips (subsidised).</p>	<p>HOS and teachers</p>	<p>Termly</p>

Total budgeted cost					£15,000
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?
(B) iii. Pupils eligible for PP are more able to properly adapt to stress and adversity, managing their emotional reactions. Increased in-lesson learning opportunities and fewer dysregulated incidents.	<ul style="list-style-type: none"> ➤ PP Pupils with SEMH needs targeted to receive TIS assessment and intervention. ➤ TIS approach used by all staff. Social skills intervention and general behaviour support. ➤ Staffing and SENDCo situation stabilised and behaviour expectations re-established. 	For an increasing number of disadvantaged pupils across phases there are concerns around behaviour and safeguarding reasons. Staff require support in dealing with these pupils consistently.	TIS assessments will evidence. My Concern logs with regard to behaviour will lessen.	DC, SENDCo and all teachers	Half-termly
(A) ii. Targetted 1:1 and small group intervention sessions, for Y6 revision will be offered to all PP pupils at risk of not achieving EXP or GDS based on prior attainment.	<ul style="list-style-type: none"> ➤ Y6 teacher and HOS will assess and identify pupils to receive support. ➤ 1:1 programme of revision support devised through data and gap analysis. ➤ Schedule devised and resources to address gaps sought and made available for teachers to deliver. 	Based on the incremental coaching model of improving performance through small step improvement. Referencing EEF research which identified 1:1 coaching with a qualified teacher as making significant impact.	HOS monitoring. Y6 on-going assessments.	LS/Y6 teacher	Half-termly
Total budgeted cost					£5000
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?

<p>(C)i. Increased experiential opportunities and after-school clubs.</p> <p>ii. Develop a residential programme which engenders independence in a progressive manner and enriches experience with diversity.</p>	<ul style="list-style-type: none"> ➤ Ensure HQ club support and Forst School opportunity for all KS2 pupils. ➤ Programme established to develops independence and improve self-confidence. 	<p>Identified cultural capital gap in comparing PP pupils to their non-PP peers.</p>	<p>HOS to organise and QA.</p> <p>HOS to research and lead the most geographically distant visits to engender parent confidence and model Lead Teacher expectations.</p>	<p>HOS/SENDCo & KS2 teachers</p>	<p>Ongoing</p>
Total budgeted cost					£4,920
Overall					24,920

6. Review of expenditure				
Previous Academic Year			2018/19	
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
<p>A. Poor self-esteem, social and emotional issues of PP pupils in Year 5, effects academic performance.</p> <p>B. PP pupils identified with dyslexia and a weak working memory in years 5/6, impacting on academic performance in English and Maths.</p> <p>C. Pupils who are eligible for PP in year 1 and 2 Attachment Disorder is impacting on their academic progress.</p> <p>D. Language comprehension and Oral language social skills in Year 1 and 2 are lower for pupils eligible for PP than for other pupils.</p>	<p>Small group and individual support. (in class and 1:1 support)</p> <p>All staff to be fully aware of dyslexic teaching approaches.</p> <p>Individual targeted approach.</p>	<p>A. Pupils with continue to be supported, external support sought for 1 pupil</p> <p>B. 2 out of 4 pupils in Y6 achieved EXS in RWM, 1 pupil achieved EXS in W. 3 out of 4 pupils in Y5 remain on track. Small group and 1:1 intervention continues for all of these pupils.</p> <p>C. Both pupils are more settled now and accessing the curriculum – intervention continues this year</p> <p>D. 2 out of 4 pupils in Y1 passed Y1PSC. 1 pupil has now left, the other pupil is receiving intensive support in order to pass PSC re-take in Y2.</p>	<p>D. Whole staff training booked for Sept INSET around the importance of Oracy in English and how to use strategies across the curriculum.</p>	
7. Additional detail				
<p>In this section you can annex or refer to additional information which you have used to support the sections above.</p> <p>It is appropriate to note that the present HOS took up post in September and this review has been carried out retrospectively.</p>				
Mid-year review of impact of PP funding:				