

Pupil premium strategy statement

Mawgan-in-Pydar School

1. Summary information					
School	Mawgan-in-Pydar School				
Academic Year	2018-19	Total PP budget		Date of most recent PP Review.	Oct.2018
Total number of pupils	134	Number of pupils eligible for PP	19	Date for next internal review of this strategy	Jan.2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected KS2 Reading, writing, Maths combined score	50%	64%
% making expected progress in Reading	50%	75%
% making expected progress in Writing	50%	78%
% making expected progress in Maths	50%	76%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Poor self-esteem, social and emotional issues of PP pupils in years 5, effects academic performance
B.	PP pupils identified with dyslexia and a weak working memory in years 5/6, impacting on academic performance in English and Maths
C.	Pupils who are eligible for PP in year 1 and 2 Attachment Disorder is impacting on their academic progress
D.	Language comprehension and Oral language social skills in Year 1 and 2 are lower for pupils eligible for PP than for other pupils.
External barriers	
E.	Children whose parents serve in the Military

4. Desired outcomes		Success
A.	Improved self-esteem of pupils in Years 5 who are eligible for PP in order to make significantly more progress in Maths, Reading and Writing	Improved academic success, in-line with the rest of the cohort. Measured in Year 5 teacher assessments and successful moderation with Hub Schools.

B.	PP pupils identified with dyslexia and a weak working memory in years 5/6, learning is supported to develop self-help strategies which are then applied.	Pupils eligible for PP make improved rates of progress
C.	Pupils in Year 1 and 2 with Attachment Disorder feel safe and secure in order to fully access the curriculum and all school 'life'.	For pupils to be emotionally equipped, in order to able to learn to their full potential.
D.	Improve language comprehension and oral language skills for pupils eligible for PP in Year 1 and Year 2	Pupils eligible for PP in Year 1 and Year 2 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
E.	Pupil's supported during the absence of Serving parent, when remaining parent acting as 'lone parent'.	Pupil's academic and emotional health are not affected by absence of parent/career, who may be working in a 'conflict' zone.

5. Planned expenditure

Academic year	2018-19				
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?
A. Improved self-esteem of pupils in Years 5 who are eligible for PP in order to make significantly more progress in Maths, Reading and Writing	Small group and individual support.	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs can be effective.	Pupils identified in each class and delivery of planned and timetabled interventions, assessed and reviewed half termly. Use of the school's '5R's', PSHE programme.	HOS Class teachers	Spring 2019
B. Improved progress for PP pupils in Years 5/6 with dyslexia	All staff to be fully aware of dyslexic teaching approaches.	To permit all children and those with dyslexia full access to the curriculum.	All staff trained in teaching dyslexic pupils. Whole school training already undertaken. Audit of dyslexic 'friendly/supportive', classrooms as part of the school's and Hubs monitoring process.	HOS	Termly
D. Improved oral language skills in Year 1 and Year 2	Individual targeted approach.	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs can be effective.	Staff deployment and clear expectations and implement Speech & Language programme. Teaching assistant 4 mornings per week to work with PP pupils.	HOS/Early Years Teacher	Spring 2019
Total budgeted cost					£6000

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?
A. To assist and to raise self-esteem of pupils in Years 5 in order to enhance academic performance.	In class support, targeted group work and 'Socially Speaking' activities. In addition one to one/small group tuition by HLTA using a planned programme	Maslow's Theory, to ensure children are 'safe to learn'. By enhancing their self-esteem these pupils will become more resilient and therefore increase their capacity to learn.	Trained staff delivering timetabled group sessions. To ensure pupils can be included in all class and school activities, including extra-curricular activities and other wider opportunities. With outcomes closely monitored over planned periods	HOS	Spring and Summer 2019
B. Dyslexic pupils to fully access the curriculum, And make progress in line with their peers.	To provide in class support to empower pupils to become independent learners	All class rooms to become 'Dyslexia Friendly', Specific activities to support pupil's learning, such as the 'Nessy' programmes and the implementation of other strategies to support dyslexic pupils.	Whole staff training, in 'Working Memory', Sept. 2018, in addition a member of staff is a 'Dyslexia Champion'. All classes and dyslexic pupils resourced. Member of staff to review pupil and class resources half termly. In addition there will be Working Memory workshops for individual pupils, as well as the provision of specific learning aids.	HOS	Spring and Summer 2019
C. Pupils in Year 1 and 2 with Attachment Disorder feel safe and secure in order to fully access the curriculum and all school 'life'.	All staff to receive training in 'Attachment Disorder' (Sept.2018) Pupils of have one to one support, as required. Strong home/school liaison, calming boxes & additional strategies. Provide opportunities to address children's social and emotional wellbeing.	Adoption UK organisation and Dr. Sarah Mundy, Clinical Psychologist Children in Care and Adoption Psychology Service advice. EEF Toolkit suggest there is moderate impact for a moderate cost of the impact of outdoor and social and emotional learning.	'Key' staff identified to act as one to one support. Provision reviewed half termly in staff meetings. All school staff to be TISUK (Trauma Informed Schools) Explore opportunities to improve outdoor learning experiences, to provide 'quiet and calm' environments and to provide opportunities to allow the children to care and take responsibility for others. Animal Therapy sessions both in and outside school.	SENCo/Class teachers	Half termly Spring 2019
D. Improve oral language skills in Year 1 and Year 2	Use of proven phonics & Speech & Language programmes, with staff trained in their delivery	Phonics and Speech and Language approaches have been consistently been found to be effective in supporting younger children. Plus individual targeted support.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Liaise with colleagues from other schools.	Reception and Year 1 class teachers	Spring and Summer 2019
Total budgeted cost					£12,160
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?
E. Pupil's academic and emotional health are not affected by absence of parent/career, who may be working in a 'conflict' zone.	To support individual families in order to best meet the needs of the child through enhanced pastoral care, counselling and nurture groups.	UK. Government- Department of Defence (Dec. 2016)	Close liaison with families.	HOS/Class teachers	Termly or as required

Total budgeted cost £2100

6. Review of expenditure

Previous Academic Year

2017-18

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. Improve progress for PP pupils with dyslexia	All staff to be fully aware of dyslexic teaching approaches.	All staff trained in improving Working Memory for dyslexic pupils.	Additional resources had to be purchased and put into the classrooms. However it is essential that staff remind and encourage children to use their learning support aids.' In order to ensure that all classrooms are 'dyslexia friendly' evidence is to be gained from the School's and Hubs monitoring process	£1600
C. To improve progress of PP pupils in Years 4/5	Small group and individual support.	Pupils in both Years 4/5/6 have benefitted from small group and individual support.	Most however took place in their classrooms with additional TA support, as the school has very limited 'break-out' spaces to facilitate group work. Teachers to deploy TA's effectively using the 'Mastery' approach to ensure pupils do not 'full behind'.	£3355
D. Improve oral language skills in Reception	Individual targeted approach.	An additional Teaching Assistant was employed for 4 mornings per week. All pupils in the class benefited from the deployment of an additional member of staff in supporting the work of the Class teacher.	PP pupils in this group will need to have this support continued in the next academic year.	£4680

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. To assist and raise self-esteem of pupils in Years 5/6 in order to enhance academic performance.	In class support, targeted group work and 'Socially Speaking' activities.	Year 6 pupils greatly benefitted from these interventions. And as a result were able to enhance their academic performance and made a good transition to their chosen secondary school.	To ensure all staff are fully aware of each child's individual need, whilst maintaining necessary confidentiality. For this reason Class Green files and 'My Concern' are used, with all staff trained in their use.	£1500
B. Dyslexic pupils to fully access the curriculum, and make progress in line with their peers.	To provide in class support to empower pupils to become independent learners.	All classes equipped with resources to support pupils with Dyslexia. Staff trained and aware of Dyslexic friendly strategies.	To ensure that staff are regularly reminded to include Dyslexic friendly strategies in their teaching and encourage the pupils to become more self-reliant. As well as ensuring that the IT team are able to ensure that 'Nessy' and other programs which support dyslexic pupils are accessible at all times.	£1200
C. PP pupils in Years 4/5 make accelerated progress.	One to one tuition by HLTA using planned programme.	A very effective strategy, with pupils making good progress and achieving age related expectations as evidenced by the schools tracking systems.	An effective strategy, but must be carefully planned to ensure that tuition can take place, as the school has very limited space for one to one working.	£600

D.Improve oral language skills in Reception.	Use proven phonics & Speech and language programme, with staff trained in their delivery.	Staff have been able to liaise with staff from others schools in order to share 'good' practice. This has enabled staff to adopt different and new approaches to enhance their teaching of speech and language acquisition.	To continue to explore additional ways to further enhance the skills of teachers and Teaching Assistance.	£1000
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
E. Pupils from Military families, are supported	Families are offered support with homework to help compensate for absence of parent.	Targeted one to one and group homework support was highly effective, and pupils as a consequence made better than average progress. Families were also supported at the beginning and the end of the school day.	It is necessary to ensure that staff are available and have the appropriate skills in order to provide this intervention.	£1800