



1. Summary information					
School	Mount Hawke Academy				
Academic Year	2018-19	Total PP budget	£44,300	Date of most recent PP Review	July 18
Total number of pupils	284	Number of pupils eligible for PP	22	Date for next internal review of this strategy	Oct 18

2. Current attainment		
Provisional	Pupils eligible for PP (6 in Y6 2018)	Pupils not eligible for PP (national average)
% achieving required attainment for Reading, writing and maths KS2	50%	
% making required progress in reading KS1-KS2	57%	
% making required progress in writing KS1-KS2	71%	
% making required progress in maths KS1-KS2	86%	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Oral language skills & readiness to write in EYFS / KS1 are lower for pupils eligible for Pupil Premium and initial progress is slower
B.	Ensure all PP children who have other identified possible barriers to learning (SEN, EBD, attachment needs), also have in addition to planned interventions, individualised non-academic styled support to ensure they reach their full potential
C.	High ability pupils need to maintain and accelerate good progress to ensure more PP children reach GDS
External barriers	
D.	Rural location with limited broader experiences – high level of learning needs, low aspirations & expectations – extra enrichment activities
E.	Impact of family challenges having an effect on emotional well-being and learning – support for parenting

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Close the in-school gap between PP and non-PP attainment in all areas of the curriculum, with a particular focus on reading / phonics & writing by implementing additional interventions	Gaps reduced from previous year & PP children make accelerated progress
B.	Increase boys' enthusiasm and engagement in learning, especially writing & reading Extend use of storytelling across KS1 and make deliberate choices of study themes to engage and interest boys e.g. Land of the Dinosaurs, Polar Regions	PP (boys in particular) at GDS, their interest and achievement in writing will improve at every phase and diminish the gap between boys and girls further (below 10% at every stage) Children will engage with learning more effectively & make accelerated
C.	Ensure all PP children's emotional needs have been supported through targeted interventions & small group support Effectively deploy PSA to focus on support for PP families on entry to school & ongoing throughout children's time with us	Parents/carers know how to access both emotional and financial support. Parent opinion will show that staff are approachable and parents feel they are well supported Enthusiasm for school / learning is enhanced
D.	Employ full time Sports Coach to focus aspects of physical development & on collaboration, team work and enhanced self-esteem – develop their gross motor skills & regulation / sensory needs - planning opportunities to run, climb, balance, throw, push, pull and swing their arms	Pupils will begin the process of writing earlier and beginning to acquire correct pencil grip and letter formation in the Autumn Term of EYFS. Writing ELG outcomes at the end of EYFS will improve again and the gap between boys and girls diminish to less than 10%
E.	Children have a greater opportunity of experiences, including cultural, sporting and next steps in education visits	Improved attendance at school and other events Equal access to outside/ enrichment activities

5. Planned expenditure					
Academic year	2018-2019				
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?
Teachers have clear data and responsibility for tracking and improving the progress of PP children	Continued development of pupil tracking system, training for staff and improved data sharing Use of PIRA & PUMA Assessments to give standardised scores Use of STAR Assessments to give measured assessments	Giving teachers opportunities to monitor the progress of their PP children and take action. Use of regular standardised assessments, alongside teacher assessment, will allow teachers to identify trends in learning & make early and specific / targeted interventions.	Regular pupil progress meetings, termly monitoring days and hub council reporting	Head of School and PP Champion	Termly
Teachers have a greater understanding of storytelling teaching and how to engage children	Training & continuing professional development / links with English Mastery Hub (Aspire)	Evidence shows that this will improve children's engagement and performance.	As above	Head of School, English Lead, informing PP Champion	Ongoing
All pupils access quality first teaching (continuing focus on Maths Mastery)	Continuing professional development / training for all staff	Quality first teaching is proven to have the most impact on the most disadvantaged children (EEF).	Lesson observations, book scrutinies, pupil progress meetings	Head of School, English & Maths Leads, informing PP Champion	Termly
Total budgeted cost					£12,700

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?
PP children who are not making required progress are identified and the gaps in their learning are identified & retaught	Deployment of teaching time, TA and HLTA time	Accurate information from tracking will allow for more effective intervention-immediate feedback & quick catch-up EEF research has proven that purposeful, focused, high quality 1:1 support has a high impact on raising attainment.	Monitoring by Head of School, Aspire monitoring visits and pupil tracking data Sessions overseen by PP Champion	Head of School and PP Champion	Half termly Entry & exit assessments to ensure progress made
All PP children have the same opportunities to experience a wide variety of activities, including outdoor learning, sport, clubs and visits	Track the engagement of PP children in the activity offered by the academy and ensure that there are no barriers to this e.g. cost	A desire to attend school and desire to learn improves attitudes and expectations. Experiencing a wide range of activities aims to find activities that PP children can excel at, take pride in and develop a sense of achievement.	Gather data from school clubs, sports coach and class teachers. Follow up any children who are not accessing these opportunities with meetings with the families to see how the academy can help.	Head of School, PP Champion and sports leader	Termly
PP pupils with additional SEMH needs will be able to regularly meet with a key adult to support their wellbeing. MHA to be one of 4 Aspire schools to work towards TIS Charter	Key staff, as identified by pupils, will be made available to support, mentor and coach PP pupils with additional SEMH needs. (This can also include the PSA to facilitate home / school support).	TIS approaches show that feeling 'safe' and having emotional needs met for pupils with any interruptions in their early development / following a change or trauma is a foundation to being prepared to learn	Pupil / Teacher / Parent feedback All staff to gauge wellbeing of identified pupils and feedback to relevant staff Work with Julie Harmison & other Aspire schools , flowing TIS audit	Named staff for specific pupils TIS trained staff	Termly
Total budgeted cost					Approx. £18 000 (salary for new PSA to be set still)

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?
Pupil support group employed to ensure all needs of families are being met	Safeguarding lead, SENDCO and Family Support	Needs identified through academies analysis of complex family needs, shows the need for intervention in all areas to ensure the children are ready to learn.	Weekly welfare meetings, monitoring of academy systems and data tracking	Head of School	Ongoing
Strategies to support PP children are shared and developed on a Trust level	PP Champion has been appointed and is meeting and working with other Aspire PP Champions to develop best practice. This role will also work with the sports lead to increased participation.	Monitoring visits to other academies has highlighted a variety of approaches and examples of best practice. This is a way to share that practice and improve MHAs own interventions. Also links with other Aspire Hub academies will be important.	Weekly welfare meetings, monitoring of academy systems and data tracking. Aspire wide tracking of impact.	PP Champion	Ongoing
Raise aspirations & expectations of children and their families	Regular visits by adults to explore careers Visits from / to Cornwall / Truro Colleges & local employers	Making children (and families) aware of the local opportunities, and of those further away, to build future aspirations.	Children & families benefit from careers talks, visits to other educational settings.	PP Champion	Mid-Year
Total budgeted cost					£14 000

6. Review of expenditure			
Previous Academic Year		2017-18 (£34 640 allocated)	
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)
Teachers have clear data and responsibility for tracking and improving the progress of PP children	Continued development of new pupil tracking system, training for staff and improved data sharing Use of PIRA & PUMA Assessments to give standardised scores Use of STAR Assessments to give measured assessments	Impact was successful - evident in data – even though PP is statistically insignificant & SEND children who are also PP can influence data. We want to continue & develop these strategies in order to maintain consistency & embed this model of working.	We will continue with small group and rapid intervention. TA allocation to children in vulnerable groups will be continued. Develop use of peers to support these children, acting as role models and mentors. Future focus on maintaining, enhancing and embedding Maths Mastery, whilst continuing to develop Mastery in English approach. Continue with extra reading sessions for PP children. Continue with extra focus when children are using precision teaching methods to learn key skills in Maths.

Teachers have a greater understanding of mastery teaching and how to engage children	Training & continuing professional development / links with Maths Hub / English Mastery Hub (Aspire)	As above	As above
All pupils access quality first teaching	Continuing professional development / training for all staff	As above	As above

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)
PP children who are not making required progress are identified and the gaps in their learning are re-learned	Deployment of teaching time, TA and HLTA time	Small group, rapid interventions, with trained support staff	Impact was successful - evident in data – even though PP is statistically insignificant & SEND children who are also PP can influence data. We want to continue & develop these strategies in order to maintain consistency & embed this model of working.
All PP children have the same opportunities to experience a wide variety of activities, including outdoor learning, sport, clubs and visits	Track the engagement of PP children in the activity offered by the academy and ensure that there are no barriers to this e.g. cost	100% of all Y6, 85% of Y5, 80% of Y4 represented school at sport & all PP children offered Y6 had mentor talks All PP children had enriching experiences throughout year	This has been highly successful, with a growing use of outside agencies-Cornwall College, NHS, Armed Forces, RNLI. We are now exploring further ways of developing the role of outside agencies to work closely with lead staff, involving all children.

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)
Pupil support group employed to ensure all needs of families are being met	Safeguarding lead, Thrive practitioner, SENDCO and Family Centre	<p>Thrive approach and use of parent support had early noticeable impact on all children in MHA. Attendance concerns addressed earlier, emotional impacts on learning addressed, parents using school as an access to early interventions.</p> <p>Through year - lack of PSA & TIS support due to staff absence / redeployment</p> <p>Other staff have fulfilled these roles when able</p>	<p>We are very aware of the impact that these roles have on the children and the wider community.</p> <p>We have addressed staffing issues for next year and will work towards TIS Award with Aspire & are appointing a new PSA to work 2 days / week at MHA.</p> <p>MHA has joined Operation Encompass to make sure that school has immediate information about domestic abuse incidents that may have an impact on our children.</p>
Strategies to support PP children are shared and developed on a Trust level	PP Champion settled in role and is meeting and working with other Aspire PP Champions to develop best practice. This role will also work with the sports lead to increased participation.	Monitoring visits to other academies has highlighted a variety of approaches and examples of best practice. This is a way to share that practice and improve the academy's own interventions. Also links with other Aspire Hub academies will be important.	<p>PP Champion in role and is having a continued impact in her role. This will continue as she has regular training & development to gather further examples of best practice & develops her role of monitoring the PP children's development.</p> <p>The Sports Lead has now been offered full-time position & has accepted this – this will enable further development of role to focus on Fun Fit, Write Dance, positive role modelling, This Girl Can, Sports Crew in regular, timetabled sessions.</p>

<p>Raise aspirations & expectations of children and their families</p>	<p>Regular visits by adults to explore careers Visits from / to Cornwall / Truro Colleges & local employers</p>	<p>Y6 had mentor talks All PP children had enriching experiences throughout year Beginning earlier discussions about 'what next' for children</p>	<p>This has been highly successful, with a growing use of outside agencies-Cornwall College, NHS, Armed Forces, RNLI. We are now exploring further ways of developing the role of outside agencies to work closely with lead staff, involving all children.</p>
--	---	---	---