

Mithian Primary School Pupil premium strategy statement 2019/20

| 1. Summary information | | | | | |
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| School | Mithian School | | | | |
| Academic Year | 2019-2020 | Total PP budget | £14,230 | Date of most recent PP Review | July 2019 following SATs. Teacher review provision with the Headteacher half termly. |
| Total number of pupils | 107 | Number of pupils eligible for PP | 11 | Date for next internal review of this strategy | TPAT PP Lead/whole staff to review autumn 19 . Headteacher and teacher on-going review of provision half termly. Governor Week/PP Gov Feb 2020. |

| 2. Current attainment (END of 18/19) | | |
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| KS2 – cohort of 16 pupils | Pupils eligible for PP 1 pupil | Pupils not eligible for PP 15 pupils |
| % achieving NARE in reading, writing and maths at end of KS 2 | 100% | 87% |
| % NARE in reading | 100% Pupil achieved greater depth standard | 93% |
| % NARE in writing | 100% | 87% |
| % NARE in maths | 100% | 80% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> | |
| A. | Barriers to learning in curriculum areas which need consolidation or support. |
| B. | Resilience, confidence. |
| C. | Some pupils are SEND and PP. |
| D. | PP children to have the same opportunities as their peers. |

| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
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| E. | Some families need support which affects their capacity to support their child's learning at home. Several pupils have had attendance issues over the years and mixed aspects of T and L and intervention. | |
| 4. Desired outcomes | | |
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| A. | Pupils receive support, intervention, pre-teach, booster groups and other strategies to enable them to make expected progress. Pupils have T and L resources to support and develop learning. Provision is personalised for each PP child. | Pupils make expected or better progress across the curriculum. |
| B. | Pupils are resilient learners and confident. They tackle problems and challenges and understand how to deal with emotions. | Attitudes to learning and challenges are good and this impact on pupil progress and well-being. Pupils are confident and ready to learn. Yr. 6 pupils are prepared for secondary school and the next phase of their learning. |
| C. | Pupil PP provision supports/enhances provision in place for SEND. | Pupils have strategies and make expected or better progress. Professionals evidence good progress as the children progress through the school. |
| D. | PP pupil able to participate in wider opportunities and special events/trips with their peers. | Pupils attend extra-curricular clubs/opportunities and access wider experiences alongside their non PP peers. These are funded by the school from PP money. E.g. swimming lessons, music lessons, equipment. |
| E. | Parent workshops, information and school support enable parents to support their child's learning and needs. | Strong relationships between home and school impact positively on pupils and their progress. |

| 5. Planned expenditure | | | | | |
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| 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 ? |
| Adult ratio and support is good. Regular consolidation, challenge and support take place daily. | Personalised and regular support/challenge. | Pupils receive regular and quick consolidation and support; this helps with misconceptions each week. Pupils who are more able have challenge work/greater depth daily to ensure they are reaching potential. Pre teach is used for pupils who need confidence and recap. | Adult/TA provision for every PP child. High quality staff for PP two afternoons a week, plus support staff in lessons daily. | Head | Provision is reviewed at least half termly. Staff meetings & SENCo meetings. £10,382 |
| PP pupils with SEND have provision linked to SENCo actions and any professionals involved. | Teachers meet half termly with SEND lead and PP Lead to ensure provision covers all aspects of barriers and effective strategies are in place. | Provision maps and meetings evidence good progress and personalised support for SEND/PP pupils. | Meeting timetabled at least half termly as well as part of staff meeting agendas to discuss and adapt provision. | Teachers, SEND Lead & Head | Meetings held at least half termly. Regular review, pupil progress meetings for teaching staff and Head. £300 |
| Growth Mind Set, Good Behaviour for Learning and Quality Feedback is evident across the school. (Linked to Emotional Intelligence, Motivation, Efficacy, | Growth Mind Set work with Cornwall Learning, EMERGE ethos and Quality Feedback. | To ensure all pupils are resilient lifelong learners and feedback supports and improves skills and learning. | Termly workshops, external visitors, assemblies and whole school logo and ethos, links made to the 'hidden curriculum', displays, parental involvement. School EMERGE ethos. | PSHE Lead & Head | Aspects of EMERGE are focused on half termly. Regular visitors and workshops. £400 |

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| Grit, Resilience & Enthusiasm. EMERGE displays/photos and boards. | | | | | Parent toolkit and workshops annually. £300 |
| Total Budgeted Cost | | | | | £11,382 |
| 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 ? |
| Resources for school and home used effectively by PP pupils. | Personalise resources to support individuals. | Support fits each individual needs. | Feedback, meetings with teachers, support staff and parents on barriers for PP pupils regarding equipment and resources. | Head and Teaching staff | Ideas shared termly or when staff notice a need. £100 |
| Early intervention for PP pupils. | Experienced support staff and HLTA staff. Academic clubs after school for two terms. | Support pupils early to decrease barriers for learning as they progress through the school. Clubs focus on pupil needs in small groups. | SEND is EYFS Lead, intervention in place early. Regular PP meetings and SEND meetings to adapt provision. | KS1/EYFS/ SEND Teachers & Head | Regular pupil progress staff meetings, SEND meetings, PP reviews. £650 |

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| PP pupils receive weekly 1:1 or small group work one afternoon a week with high level TA (QTS), HLTA. Booster/consolidation for Year 5 and 6. | Two afternoons a week to focus on PP pupils needs. Booster sessions for Year 5 and 6. | Ensures personalised, regular sessions (consolidation, marking/feedback, preteach, greater depth support, confidence, misconceptions) | PP teacher employed two afternoons a week. HLTA/teacher for boosters Year 5 and 6. Year 5 teacher for boosters one morning a week for term and a half. | Head | Provision and assessment half termly. (As above figure included) £1,200 |
| Total budgeted cost | | | | | £1,950 |
| 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 ? |
| Families are supported when appropriate – Breakfast Club and Wrap Around Care. | Positive start and end to the learning day. Support for parents. | Some families have experience difficult circumstances for periods of time, this ensure the children are safe and happy at school, also supporting parents at the start and end of the day. | Headteacher liaise with PP parents to support when needed. | Head | On-going as need arises. £50 |
| Children have Music lessons, instruments for home and take part in all wider curricular opportunities, additional academic clubs and enrichment clubs. Residential trip support is offered for Year 5 and 6. | To raise self-esteem, include PP pupils in all wider opportunities or school, enable all pupils to access the wider curriculum. | To give opportunities to all pupils, as inclusion may relate to financial pressures. Ensures that all pupils have access to learning an instrument at home and school and to the beginnings of reading music and performing. All pupils can access a wide range of clubs and activities. | Include all pupils in music sessions, ensure PP pupils have instruments and access to additional music clubs, sports clubs, and activities. E.g. Fun Phonics Club for Yr. 1 pupils, writing and maths clubs for PP children and other pupils selected from school data and assessments. | Teachers and Head | Termly review and offer of clubs and sessions. £378 |

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| Workshops for pupils and parents, toolkits and continual work on the school ethos of EMERGE (life-long learning). Pupils have positive attitudes for learning and are independent and resilient. | Growth Mind Set & Building Learning Power – developed into school ethos/logo of EMERGE. | Children finding challenge tricky, unsure of how to deal with emotions, lacking in confidence if they find tasks tricky. | Whole school approach, involving pupils, staff and parents. Thread through the whole school e.g. marking/feedback, logo, workshops, assemblies, rewards, displays. Drama sessions. EMERGE – lifelong learning. Relevant visitors. | PSHE Lead & Head | Ongoing through the year. £500 |
| Total budgeted cost | | | | | £928 |
| TOTAL SPEND FOR PUPIL PREMIUM | | | | | £14,260 |

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| <p>As above – 1:1, small groups, booster, feedback, consolidation time help pupils make good progress. Resources are purchased to help individuals.</p> | <p>Personalised learning, quick and responsive support and challenge.</p> | <p>Pupils’ misconceptions are picked up early, support is put in quickly, children are confident and prepared through pre-teach and consolidation, pupils lead some intervention and discussion so have responsibility for progress and learning with support. <i>EYFS pupil – 1 pupil did not achieve a good level of development (SEND)</i> <i>1 Year 1 pupil achieved phonics standard.</i> <i>No KS1 PP in 2018</i> <i>KS2/Year 6 – 1 pupil. Made expected standard in Reading, Writing and Maths. The achieved greater depth in Reading. Their progress was in 0.36 in Writing, 9.19 in Reading and -0.5 in Maths.</i></p> | <p>Discussion/time with pupils and groups has been useful each term/year as to what they feel would help them with next steps. Pupils found resources e.g. ‘teaching time’ watches, times tables posters, reading books (positive pupil feedback for future ideas)</p> | <p>As above</p> |
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| <p>iii. Other approaches</p> | | | | |
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| <p>Desired outcome</p> | <p>Chosen action/ approach</p> | <p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> | <p>Lessons learned (and whether you will continue with this approach)</p> | <p>Cost</p> |

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| <p>Children have Music lessons, instruments for home, access to wider curricular opportunities, academic clubs and enrichment. Some support for swimming. Residential trip to London support.</p> <p>Growth Mind Set workshops/sessions/ displays/parents workshops/resource and systems have positive impact on attitudes to learning and challenge.</p> | <p>Inclusion and access for all pupils. PP pupils given same opportunities as others.</p> <p>Growth Mind Set & Building Learning Power.</p> | <p>PP children take part in all aspects of the wider curriculum. Pupils took up several instruments and took and passed musical exams. Uniform supplied to some PP families on request. All juniors accessed music lessons and teachers and instruments. Developed a love of music and confidence in a range of activities. Ensured access to trips and enrichment – self-esteem and inclusion, impacts on well-being and attitudes in lessons. <i>Attendance of PP children is above 95%. Most are above 96%, two lower which brings the average to 95%. Pupils with lower attendance have letters and are being monitored.</i></p> <p>Monitoring, Governors, parent feedback is positive to behaviour for learning and attitudes to difficulties and challenge. Feedback from pupils evidences that they understand that mistakes are part of learning and that qualities like resilience are key.</p> | <p>Academic clubs run by the teacher's works well for targeted pupils, TAs run enrichment to ensure these are held in addition to writing, phonics and maths.</p> <p>EMERGE is beginning to be embedded across the whole school and curriculum. Need to continue of ways of keeping it fresh for the children and to support new parents with the ethos and strategies.</p> | <p>£1,106.50</p> |
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TOTAL PP SPEND £13,2615

7. Additional detail

PP funding is low for the school, staff continue to make PP spend as personalised as possible to support individuals as well as enable other pupils to benefit from the funding when appropriate.

