

Pupil premium strategy statement Mousehole Primary School

1. Summary information					
Academic Year	2017-2018	Total PP budget	£12,160*	Date of most recent PP Review	October 2017
Total number of pupils	105	Number of pupils eligible for PP	10	Date for next internal review of this strategy	September 2018

*Due to Mousehole School's academy conversion in November 2017 the Pupil Premium budget allocation is for the period from November 2017 to the end of the academic year in July 2018 (10 months)

2. Current attainment (to protect the identity of individual children the Pupil Premium data below is drawn from 3 year averages)		
	<i>Pupils eligible for PP</i>	<i>All pupils at Mousehole</i>
% reaching Expected Standard in reading	66.7%	86.0%
% reaching Expected Standard in writing	66.7%	90.7%
% reaching Expected Standard in maths	66.7%	88.4%
% reaching Expected Standard in reading writing and maths	55.6%	83.7%
% making expected progress in reading	88.9%	97.2%
% making expected progress in writing	88.9%	97.2%
% making expected progress in maths	77.8%	88.9%
In order to close the gap between our PP children and other children nationally we need to accelerate progress in writing and maths for PP children and ensure a greater percentage achieve age related expectations (it is important to recognize the significant changes in age related expectations from 2015 – 2016.		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A	Readiness to learn is limited by developmental delays for a significant number of PP children. This can lead to unwanted behaviours in lessons which impacts on their progress and that of others.
B	For some PP children working below expected standards for their age groups, the children recognise a gap between their attainment and their peers. This can impact on their confidence, further progress and ability to perform in test situations particularly in maths and writing lessons.
C	We have a significant number of PP children in year 6 who are generally making good academic progress however they don't always have the most positive levels of confidence and self belief (half of these children have joined the school during KS2)

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Children with developmental and/or emotional delays have these delays addressed and show measurable progress through TIS assessments.	Children with developmental and/or emotional delays are more able to engage with learning more effectively and create less interruptions for themselves and others.
B	Selected PP children working below the expected standard will make accelerated progress and close attainment gaps between them and their peers particularly in maths and writing.	Attainment measures will show a clear closing of attainment gaps.
C	PP children show increased confidence and subsequent engagement and progress particularly significant group in year 6	Selected PP children have improved attendance rates and attainment/progress
All	All staff have a renewed focus on PP children in all classes and are well supported in pursuing the desired outcomes listed above.	% of PP children across the school working at ExS and GDS increases year on year.

5. Focussed expenditure

Academic year* 2017-2018 = £12,160

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 (Cost)	When will you review?
B. By reducing gaps between PP and peers all children can work at greater level of challenge	Targeted support by TAs including 2 working in year 5/6 class <i>TAs - 15 hours per week</i>			CR (£6116)	Each term at pupil progress meetings.
C. Increased learning engagement and confidence	Ensure REAL projects (particularly in KS2) include working with experts and engaging events and resources	The impact of REAL project learning has been evidenced consistently by learning forums over recent years. By providing engaging learning opportunities we engage and motivate students	Review of all events and opportunities funded in this way will form part of learning forum reviews.	CR (£1500)	Learning fora Spring and summer term.

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 (Cost)	When will you review implementation?
A. Ensure dedicated release time for trained staff to deliver 1:1 developmental support for targeted children	Ensure staffing ratios are such that release time is available (particularly in job share classes)	The impact already seen on individuals through 1:1 Thrive work will continue under the new Trauma Informed Schools (TIS) programme	Regular meetings with staff delivering 1:1 to ensure everything is working as it should be.	HT (0.1 FTE = £4,230)	September 2018

A. Update staff training to ensure the above continues under the TIS programme	Retraining for Thrive practitioners	The impact already seen on individuals through 1:1 Thrive work will continue under the new Trauma Informed Schools programme	The use of Thrive ideas and knowledge through whole school approaches. Whole class Thrive screening.	HT (cost unknown to date)	September 2017
B. PP children across the school make expected progress in line with peers.	Focused and flexible support for PP children appropriate to need.	Progress of PP children to date using this method i.e. 100% PP children making expected progress KS1 – KS2 in 2013-2016	KL to monitor progress of PP children across classes. HT to maintain focus on PP children during pupil progress meetings and data analyses.	HT (£6116)	Each term and September 2017
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?
C. PP children show increased confidence and subsequent engagement and progress particularly significant group in year 6	Use of exciting curriculum opportunities and events. Investment in specific resources.	Positive feedback about events and computing resources from learning forums and directly from children.	Support from HT to ensure events are targeted to needs/interests of PP children. Seek feedback from all children.	HT (<£1500)	Each term and September 2017
C. PP children show increased confidence and subsequent engagement and progress particularly significant group in year 6	Some of the costs of extra curricular activities are funded by Pupil Premium so that they can access all opportunities available	We consider the children's cultural capital and equality of opportunity to be important aspects of our pupil premium provision.	The school office holds records to ensure PP money is used for providing this resource. .e.g. providing out of school child care and supporting involvement in residential trips.	CR, NCK (< £1000)	Summer term
Total budgeted cost					£12846

Action	Cost centres	Forecast Expenditure
Staffing	Pupil premium	£14,200
Thrive training	Staff training and Pupil Premium	£3,500
Thrive resources	Curriculum	£200
REAL projects	Staff training, supply other, pupil premium	£4,000
Curriculum resources	Pupil premium, IT, curriculum	£3,000
Total		£24,900

6. Review of expenditure

Previous Academic Year		2016 - 2017		
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. Increased understanding of the Thrive approach across the school	Training more staff as Thrive practitioners	See ii.A below. Some training was provided in house by HT.	Training for whole staff would be better delivered by outside experts. Cornwall headstart move to Truma Informed School will cause hiatus in support during transition.	Training £3,500 Resources £400
B. By reducing gaps between PP and peers all children can work at greater level of challenge	Targeted support for 1:1 with KL. Targeted support with TAs is evaluated for impact. KL - 0.2 FTE TAs - 15 hours per week	Pupil progress meetings show PP premium continue to do well across the school and are receiving support above and beyond non-PP peers.	The support given is often individually targeted and the impact differs from child to child. Are there any ways to be more efficient? Is there any value in coordinating across the school more? Nussy continues to be used for groups and individuals. Investigate the use of reading doctor.	£14,200 curriculum resources £3000
C. Increased learning engagement.	Investment in REAL project training. Use of exciting curriculum opportunities and events. Investment in specific resources.	Definite impact on engagement of PP in year's 5 and 6. Good evidence from learning forums about the impact of engaging projects.	This engagement has increased particularly in English. To ensure similar impact on maths attainment, we should focus events and opportunities on maths.	£4,000

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. Increasing no. of 1:1 sessions impacting on individuals ability to engage.	Training more staff as Thrive practitioners	Four members of staff qualified Thrive practitioners direct impact on 10 children	Cornwall headstart now switched to Trauma Informed Schools. Time needed for effective 1:1 and more supervision/peer support for practitioners	Combined A and B above

A. Improved understanding of Thrive approach across whole school community	Whole class screenings and subsequent actions happen each term. Further training for whole staff. Information shared with parents. (Possible link to virtues project)	Regular meetings with parents to share 1:1 work has had good impact. Activities and information available during parent consultation events.	More explicit sharing ideas with parents would be a good next step. Not accessed further training for staff - researched when school makes transition to Trauma Informed Schools.	B above
B. Children involved in 1:1 with KL close gaps	KL to provide targeted support and pre-teaching for identified individuals.	Case studies show improved engagement and compliance with staff expectations. Much fewer critical incidents and excellent feedback from parents/carers.	See A. above.	B above
B. PP children across the school make expected progress in line with peers.	Focused and flexible support for PP children appropriate to need.	100% of PP children at EXS in writing and maths KS2 SATS only 1 child not EXS in reading. Progress measures KS2 Reading = all 5.6 PP 4.0 Writing = all -1.1 PP 1.3 Maths = al 2.1 PP 1.2 Progress measures whole school: Reading - PP 0.29 all pupils 0.5 Writing - PP 0.17 all pupils 0.47 Maths - PP -0.31 all pupils 0.26	The data suggests that PP children have not made as much progress as their peers this year in contrast to the previous two years, particularly in maths. There were a significant number of more able children in year 6 who missed greater depth in maths by only a handful of marks. This will be a focus for us going forward.	All costs above
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
Ensure PP children are able to take part in wider curriculum opportunities and develop a sense of being part of the school community	Offer financial support and individual encouragement to take part in specific wider curriculum opportunities.	Only one child did not attend school camp during Summer term. Excellent activities for developing self belief and challenge - individual examples of overcoming challenges.	Continue approach where appropriate. A number of PP children will not take part in residential trip due to parental choice. Engage in other activities that will offer similar personal challenge. NB larger than normal no. of PP in current year 6.	£1000

7. Additional detail

The total spend attributed to these projects is: £26,100. This is over the school's 2016-2017 Pupil Premium allocation of £22,740. The shortfall between these budgets will be taken up other budgets as referenced above; namely: staff training, supply other, curriculum and IT

	Progress measures All children yr 2 - 6				
	2013	2014	2015	2016	2017
Reading	0.45	0.33	0.24	0.28	0.50
Writing	-0.13	0.37	1.21	0.43	0.47
Maths	-0.26	0.49	1.26	0.44	0.26
Average	0.02	0.40	0.91	0.39	0.41

	Progress measures PP children yr 2 - 6				
	2013	2014	2015	2016	2017
Reading	0.37	0.03	0.77	1.54	0.29
Writing	-0.17	-0.07	1.87	1.62	0.17
Maths	-0.43	0.13	2.20	1.68	-0.31
Average	-0.08	0.03	1.61	1.61	0.05