

Pupil premium strategy statement Mousehole Primary School

1. Summary information					
Academic Year	2018-2019	Total PP budget	£11,900	Date of most recent PP Review	June 2018
Total number of pupils	102	Number of pupils eligible for PP	14	Date for next internal review of this strategy	April 2019

2. Current attainment (to protect the identity of individual children the 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	81.8%	88.9%
% reaching Expected Standard in writing	81.8%	91.1%
% reaching Expected Standard in maths	72.7%	88.9%
% reaching Expected Standard in reading writing and maths	63.6%	82.2%
Average progress score in reading	4.39	4.32
Average progress score in writing	1.47	0.68
Average progress score in maths	-0.04	1.40

In order to close the gap between our PP children and other children nationally we need to accelerate progress for Pupil Premium children in maths and ensure a greater percentage achieve age related expectations. Our progress measures in

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 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.
C	It is important that all pupil premium children value the school experience and see it as relevant to their lives. Where this is lacking it can present as a barrier to children's learning.

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.	Attainment and progress measures will show a clear closing of attainment gaps.
C	All Pupil Premium children are highly engaged in all aspects of school life and in particular the school curriculum.	There is clear engagement in school projects and the wider school curriculum for all Pupil Premium children and their families.
All	All staff have a continued 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*		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 (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 in all classes. Where appropriate this may include pre-teaching and academic clubs	From recommendations from partner schools and across the trust.	Teacher to take responsibility for managing this work and ensuring it is appropriate for needs of the class. To be monitored by HT.	CR (£5000)	Each term at pupil progress meetings.
B. All staff have the necessary knowledge, skills and resources to ensure the highest impact for Pupil Premium children	Training and support from Maths hub and other available avenues. In house support from maths lead	The impact of good subject knowledge and high quality assessment and teaching.	Include a focus for maths monitoring on Pupil Premium	CR (£2000)	Maths monitoring
C. Increased learning engagement and confidence	Ensure REAL projects 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 (£500+ £500)	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)	July 2019
A. Ensure all staff involved in interventions are confident in their approach and appropriately resourced (including appropriate time for delivery)	Supervision and ongoing training for TIS staff	The impact already seen on individuals will continue. Regular review will ensure resources are focussed on need and adapt to the changing needs of the children.	Regular review with HT. Progress will be tracked for individuals by reviewing with parents and through TIS assessment.	HT (£4230+ £600)	July 2019
B. PP children across the school make accelerated progress	Focused and flexible support for PP children appropriate to need.	Progress of PP children to date using this method and evidence for adaptations to this approach from partner schools.	HT to monitor progress of PP children across classes and maintain focus on PP children during pupil progress meetings and data analyses.	HT (£5000)	Each term and July 2019
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	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 (£500+ £500)	Each term and July 2019

C. PP children show increased confidence and subsequent engagement and progress	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 (£800)	Summer term
Total budgeted cost					£11,900

Action	Cost centres	Forecast Expenditure
Staffing	Pupil premium	£5000
Maths resources and training	Staff training, Pupil Premium, supply other, maths hub funding	£2000
TIS training	Staff training, Pupil Premium	£600
TIS resources (including staff costs)	Curriculum, teaching staff	£4230
REAL projects	Staff training, supply other, pupil premium	£500
Curriculum resources	Pupil premium, IT, curriculum	£500
Equality of access	Pupil premium	£800
	Total	£13630

6. Review of expenditure				
Previous Academic Year		2017-2018		
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. 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>	Mixed results for year 6 cohort - see data below this table. Progress measures for disadvantaged in reading and writing were above those for non-disadvantaged. This is very positive as is the improving measures for the gap between the two groups. For maths the progress measure was significantly lower for disadvantaged children.	There was good impact in classes with job shares. Shortfall in this approach was in a specific cohort in a specific subject. We have had a change in staff and intend to include more pre-teaching and academic clubs focussed on maths to increase the impact of these approaches.	£8760
C. Increased learning engagement and confidence	Ensure REAL projects (particularly in KS2) include working with experts and engaging events and resources	Learning forums provided good evidence of the impact of this approach. Children continue to be highly engaged and motivated by specific projects and particularly by working with experts and being involved in specific visits and off site work.	We will continue this approach and ensure focus on interests of pupil premium children. The disadvantaged writing progress measure of yr6 cohort improved from 2017-2018. This approach has had less impact on maths progress measures.	£2600

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. 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 of these 1:1 interventions continues to be significant. Individual children engage more appropriately with learning and disrupt their peers less. There has been significant progress for individuals.	A particular success of this approach this year has been improved relations with parents. Regular meetings with parents and inclusion of tea teacher when appropriate has improved relationships, ensured continuity between home and school and provided both parties with important insights.	£7142
A. Update staff training to ensure the above continues under the TIS programme	Retraining for Thrive practitioners	Staff have adapted to TIS approaches. All staff involved in 1:1 programmes have received training and specific children ave continued to make good progress and engage well in school life.	A particular success of this approach this year has been improved relations with parents. Regular meetings with parents and inclusion of tea teacher when appropriate has improved relationships, ensured continuity between home and school and provided both parties with important insights.	£2500
B. PP children across the school make expected progress in line with peers.	Focused and flexible support for PP children appropriate to need.	Accelerated progress for children across the school. Particularly for some individuals. There was less impact in year 6 cohort - lower PP progress scores than targeted for KS2 SATs results.	The shortfall in this approach was in a specific cohort. We have had a change in staff and intend to include more pre-teaching and academic clubs to increase the impact of these approaches.	£8760
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

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.	Learning forums provided good evidence of the impact of this approach. Children continue to be highly engaged and motivated by specific projects and particularly by working with experts and being involved in specific visits and off site work.	We will continue this approach and ensure focus on interests of pupil premium children. The disadvantaged writing progress measure of yr6 cohort improved from 2017-2018. This approach has had less impact on maths progress measures.	£2600
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	There were a significant group of PP children who did not attend the school residential to London due to concerns about terrorism. However the funds did involve children in other trips and specifically some children in a residential visit for younger children this, had a very positive impact on some.	This approach will need to be reconsidered in the face of specific trips and children.	£2600

7. Additional detail

As in previous years the total spend attributed to these projects is higher than the school's total Pupil Premium allocation. The shortfall between these budgets will be taken up other budgets as referenced above.

Progress measure and attainment gap data for years 2016-2018

Note: the below data has been presented by year group as it does not present a risk of identifying individual children. However it should be considered in the context of some cohorts having very small numbers of pupil children and significant differences from one cohort to the next in terms of Pupil Premium numbers and the needs of individual children.

READING

Attainment gap closing over time
Progress measure improved from 2017

YEAR	Attainment: Scaled Score	PROGRESS
2016	-7.9	6.9
2017	-2.9	-1.6
2018	-1.3	0.4

WRITING

Attainment gap closing over time
Progress comparison improved over time

YEAR	Attainment (Pupil Gap)	PROGRESS
2016	-2	-2.3
2017	0	2.3
2018	1	4.3

MATHS

Significant gap in terms of
attainment and progress

YEAR	Attainment: Scaled Score	PROGRESS
2016	-15.1	-1.6
2017	-0.6	-0.9
2018	-4.3	-2.8