Pupil premium strategy statement 2020- 2021 REVIEWED

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| 1. Summary information | | | | | |
| School | Mylor Bridge Community Primary School | | | | |
| Academic Year | 2020-21 | Total PP budget | £22.620 | Date of most recent PP Review | 9.9.2020 |
| Total number of pupils | 140 | Number of pupils eligible for PP | 15 | Date for next internal review of this strategy | 9.9.2021 |

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| 1. Current attainment NA due to no SATS 2020 | | |
| KS2 | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| % achieving in reading, writing and maths |  |  |
| Data progress in reading |  |  |
| Data progress in writing |  |  |
| Data progress in maths |  |  |

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| 1. Current attainment | | |
| KS1 NA due to no SATS 2020 | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| % achieving in reading, writing and maths |  |  |
| % making progress in reading |  |  |
| % making progress in writing |  |  |
| % making progress in maths |  |  |

Non standardised Whole School Data

Reading Writing Maths

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|  | exs 60 % | exs 40% | exs 40% |
|  | WTS 40% | WTS 60% | WTS 60% |
|  | GDS13% | GDS 7% | GDS 7% |

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| 1. Barriers to future attainment (for pupils eligible for PP, including high ability) | | | | |
| In-school barriers *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | 15% of Pupils with PP allocation also have special needs and 5% are EAL | | |
|  | | Attainment gaps due to COVID19 closure now becoming evident | | |
|  | | Increasing % of children coming into school in EYFS with poor speaking and listening skills. Increasing numbers of children coming into school with speech and language difficulties. | | |
|  | | Increasing numbers of pupils in school with anxiety re: learning and also re: social and emotional difficulties including pupils with PP exp after COVID19 closure | | |
| F. | | Learning Behaviours such as pride, perseverance, resilience and confidence require further development for a number of KS2 pupils eligible for PP | | |
| External barriers *(issues which also require action outside school, such as low attendance rates)* | | | | |
| G. | | Some parents with children eligible for PP have lower levels of engagement with the school and their children’s learning (e.g. children are not read with and do not complete home learning tasks)  Some parents of children eligible for PP have really struggled to engage with Home Learning during the Lock Down period. | | |
| 1. Desired outcomes | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Pupils with SEND identified earlier. New APDR strategy in place to ensure that specialist provision is in place when needed both within school and using external agencies. | | Attainment gaps lessened  APDR strategy used to support interventions  Interventions in place quickly with gaps identified. |
|  | Gaps identified and filled quickly | | Attainment gaps have been filled through targeted intervention  Wave 1 whole class teaching |
|  | Increase progress to narrow the attainment gaps in identified year groups.  Measured by assessments to support teacher assessments. | | Attainment gaps in targeted Yr groups are narrowed. |
|  | Children with heightened anxiety in Sept show significant improvements in anxiety levels | | Interventions in place and monitoring of anxiety levels.  Close home / school liaison. |
|  | Children including those in receipt of PP, show increased resilience and perseverance in their learning | | Whole school development of growth mindset  Whole school focus on resilience in all areas of learning  Whole school development of Guy Claxton’s Learning Powers. |

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| 1. Planned expenditure | | | | | |
| Academic year | 2020-21 |
| 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. | | | | | |
| 1. 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? |
| To ensure that  all pupils not  making progress  receive targeted  support to make  progress and be  in line with their  peers | TA support in class | Intervention tracking shows that TA support increases pupils progress | SENCo to monitor interventions throughout the year. Pupil progress meetings to ensure that intervention strategies are transferred into classrooms, Teachers to be clear about which children are in intervention and the impact that this will have in class. | VS/ JF | Half termly |
| To ensure that all children gaining quality first teaching with experienced, high-quality class teachers | Reduced class sizes | School data shows the positive impact upon end-point data | Class sizes of 20 – 24 in KS2 from Sept 2019 | VS/AM | Yearly |
| Total budgeted cost | | | | | £19,000.00 |
| 1. 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? |
| To ensure that children are in receipt of PP and who have SEND are supported through interventions/ 1:1 support/ targeted learning | TA support 1:1 | Lesson observations show that 1:1 TA support enhances the learning environment those children with specific SEND.  Children report that 1:1 support allows them to ‘try harder’ with their learning. | Lesson obs/ Support staff appraisal/ feedback in book scrutiny. | VS/AM | Half termly |
| To help school to assess and support children with additional need | Educational Psychologist/ | SEND services will provide educational psychologist support | Monitoring of reports and input | VS/JF | As used. |
| Total budgeted cost | | | | | 2500.00 |
| 1. 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? |
| To ensure that all children have access to breakfast/ school uniform | Welfare | Feedback from EEF shows that children who are well nourished perform better in school. | VS to monitor breakfast club | VS/TS | Half termly |
| To ensure that all children attend school on time, daily | Penryn Partnership | Evidence form EEF shows that children who do not attend school regularly do not make as much academic progress as those who have a good record of attendance. | SLA through Penryn College | VS | Termly monitoring of pupil uptake. |
| Support all pupils to ensure that they have access to extra curricular provision/ residential opportunities | Pupil support | Pupils who take part in extracurricular provision build confidence, self esteem and perseverance | VS to monitor | VS/ SM | When needed |
| Total budgeted cost | | | | | £1630.00 |

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| 1. Review of expenditure | | | | |
| Previous Academic Year | | 2020-21 | | |
| 1. 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 |
| To ensure that  all pupils not  making progress  receive targeted  support to make  progress and be  in line with their  peers | TA support in class | Interventions in place throughout the year – even through Lock Down #3.  Zoom intervention took place.  Progress has been closely monitored on returning to school.  Improvements have been seen in phonic knowledge acquisition, number bonds,  reading comprehension. RTP materials have been used to assess readiness for the next year group. These materials have been used to plug gaps in knowledge and skills. | Intervention is working – after school interventions allow for longer days, carefully selecting recipients based on ability to concentrate after school is necessary. | £16,000 |
| To ensure that all children gaining quality first teaching with experienced, high-quality class teachers | Reduced class sizes | Smaller classes in KS2 allow for great individualisation of the curriculum.  Children receive individualised feedback and targets. | Smaller classes allow for children to now one another very well – lockdown has esaperated this and now the children need to increase their peer group to allow for socialisation opportunities.  Very close working has sometimes negatively impacted upon progress. |  |
| 1. Targeted | | | | |
| 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 |
| To ensure that children are in receipt of PP and who have SEND are supported through interventions/ 1:1 support/ targeted learning | TA support 1:1 | 1:1 support in place for those children with an EHCP – these children have flourished at school.  They are developing in confidence and positive about their learning. | 1:1 support staff need to be skilled in relationship building.  1:1 TAs need to be working closely with class teachers and teachers are accountable for planning and teaching these pupils. | £3500 |
| To help school to assess and support children with additional need | Educational Psychologist/ | This service has been poor this year – we have not received reports and children are having to be re-assessed | School to be more proactive re: reports and timescales. | 2500.00 |
| 1. 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 |
| To ensure that all children have access to breakfast/ school uniform | Welfare | Provided a positive start to the school day – breakfast club has been very popular with our PP and vulnerable children | Resources and energy from staff have been key to promoting a very positive start to the school day. | £1,000 |
| To ensure that all children attend school on time, daily | Penryn Partnership | EWO has been helpful throughout pandemic – contacting parents and supporting children’s attendance  There is disparity between Pp and Non PP’s attendance – though numbers are small. | EWO to look closely at PP vs Non PP attendance in 2021-22 | £350 |
| Support all pupils to ensure that they have access to extra curricular provision/ residential opportunities | Pupil support | NA – COVID19 lockdown – post lock down, reduced activities were in place. | Closely monitor PP pupils at extra provision. | £1630.00 |

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| 1. Additional detail |
| In this section you can annex or refer to additional information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |