Pupil premium strategy statement (primary)

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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 | 23 | Date for next internal review of this strategy | 9.9.2021 |

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| 1. Current attainment NA due to no SATS 2020
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| 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  |  |  |

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| 1. Barriers to future attainment (for pupils eligible for PP, including high ability)
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|  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
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|  | *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 mindsetWhole school focus on resilience in all areas of learningWhole school development of Guy Claxton’s Learning Powers.  |

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| 1. Planned expenditure
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| 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
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| 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 thatall pupils notmaking progressreceive targetedsupport to makeprogress and bein line with theirpeers | 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
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| 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
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| 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
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| Previous Academic Year | 2019-20  |
| 1. Quality of teaching for all
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| 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 thatall pupils notmaking progressreceive targetedsupport to makeprogress and bein line with theirpeers | TA support in class | All classes have a TA to support access to learning. Children within all classes have made progress Sept – March  |  All classes receive TA support which allows for small group work/ 1:1 intervention and bespoke learning opportunities for those children in need of extra support  | £18,000 from PP budget  |
| To ensure that all children gaining quality first teaching with experienced, high-quality class teachers | Reduced class sizes | Highly qualified staff teach in all classes. Small class sizes allow us to know the needs of our pupils and respond to these needs quickly.  | Small classes sizes were supportive during lock down – wherein each teacher was able to contact individuals throughout the pandemic  | £5500 |
| 1. Targeted support
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| 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 who are exhibiting difficult behaviour are well supported and impact upon other class members is minimal | TA support 1:1 | 1 child who was exhibiting extreme behaviour was supported 1:1. This allowed them to remain safe in school alongside allowing the other children to access learning without interruption  | This support was well placed and the impact was highly notable.  | £9,000 |
| To help school to assess and support children with additional needs  | SEN services | SEND services supported us initially, then we moved to Jackie Frost with the support of SEN support at Cornwall Council  | SEN services through Cornwall Council provided a supportive mechanism to help assess pupil difficulties and advised on intervention and support.  | £1000  |
| 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 attend school on time, daily | Penryn Partnership | EWO work was very effective and individual families were written to and attendance improved.  | Continue with this strategy – bearing in mind COVID19 will impact dramatically upon attendance.  | £350 |
| To ensure that all children have access to breakfast/ school uniform | Welfare  | This allowed reticent learners to access learning more gently. It also ensured that those children who did not always eat breakfast were offered food before learning time  | Continue  | £200 |

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| 1. Additional detail
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| 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  |