

# Pupil premium strategy statement 2018/9 – St Mawes Primary School

1. Summary information					
School	St Mawes Primary School				
Academic Year	2018/19	Total PP budget	£10,560	Date of most recent PP Review	July 2018
Total number of pupils	46	Number of pupils eligible for PP	7	Date for next internal review of this strategy	Jan 2019

2. Current attainment for 2018 – SATS data		
	<i>Pupils eligible for PP (2 pupils)</i>	<i>Pupils not eligible for PP (5 pupils)</i>
% achieving expected standard in reading, writing and maths	100%	40% (2/5 pupils)
% making expected progress in reading	100%	40% (2/5 pupils)
% making expected progress in writing	100%	80% (4/5 pupils)
% making expected progress in maths	50% (1/2 pupils)	80% (4/5 pupils)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Reading is below expected standard for some PP children in our other year groups
B.	Low emotional resilience for some PP children
C.	High ability PP children need to maintain good progress across all subjects
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Parental support with reading and homework for some PP children
E.	Some families find it hard to access extra enrichment activities

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved reading outcomes for all pupils	Pupil eligible for PP make expected or more than expected progress
B.	Emotional resilience addressed through talk time, DIT	Pupils are emotionally equipped to be able to learn at their full potential
C.	High rate of progress for high attaining pupils	Pupil eligible for PP identified as high ability make as much progress as other high ability pupils

<b>D.</b>	Further improve parental engagement, support and expectations	All PP pupils reading at home and having support with homework
<b>E.</b>	Funding to support families with clubs/residentials/trips	All PP pupils have opportunities to take part in all enrichment activities

**5. Planned expenditure****Academic year****2018/19**

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**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A.Improved reading skills	All staff aware of the data of PP pupils. Individual targeted approach. Regular focus on reading activities. Research reading packages from other Aspire schools. Support in school for pupils not reading at home.	Not all PP pupils have made the expected progress in reading. We want to ensure that all PP pupils are supported at home with their reading.	Half termly data reviews. Reading bands. Lesson drop ins.	KM	Jan 2019
C.High rate of progress for high attaining PP pupils	Higher attainment of high ability pupils to be a focus for all teaching staff. Staff training on challenge and mastery.	We want to ensure that PP pupils achieve high attainment rather than just meeting the expected standard.	Attendance at training for all staff (Oct 2017). Monitoring visit to include higher ability pupils (pupil conferencing, book scrutiny, lesson drop ins)	KM	Jan 2019
<b>Total budgeted cost</b>					£8,545 – to include A and B below

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A.Improved reading skills	Targeted intervention and in class support	Past evidence has proved that targeted intervention and class support for certain pupils has had a very good impact	Reviews of intervention programmes by SEND coordinator.Targeted pupils will make expected or more than expected progress.	KM/AP	Jan 2019
B.Improved emotional resilience	Talk time, DIT, socially speaking	Past evidence has proved pupils has had a very good impact that the emotional resilience of our pupils has improved from the different programmes we use.	Pupil conferencing to discuss attitudes to learning. Discussions with staff regarding pupils emotional resilience. Use of learning line	All staff	Jan 2019

<b>Total budgeted cost</b>					£8,543 – to include A and C above
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D.Parental engagement is improved with reading and homework	Reading bands. Support in school for pupils that are not being supported at home. Phonics/reading workshop for parents. Parent/teacher meetings to discuss pupil progress and targets. PSA support where needed.	Pupils who are provided with consistent from both home and school will achieve better. Recent research from the DfE, 'Parental involvement in the form of at home good parenting has a significant positive effect on children's achievement'.	PSA to feedback and evaluate her support. Increased parental engagement and support with reading/homework.	KM	Jan 2019
E.Pupils to have wider contextual experiences.	Financial support provided.	This will ensure that all PP pupils have a wide array of experiences which will support them with their life skills and social skills.	Pupil conferencing to allow pupils to talk widely about their experiences.	KM	Jan 2019
<b>Total budgeted cost</b>					£500

6. Review of expenditure				
Previous Academic Year		2017/18		
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.All PP pupils to make expected or more than expected progress	Additional TA support within the classroom setting	5/7 pupils eligible for PP made expected progress in reading, 6/7 in writing and 6/7 in maths	This support has worked really well and will continue next year. Intervention will be reviewed though to ensure all pupils make expected progress	£7,747 – to include A below
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
B.Targeted PP pupils to make expected progress	Specific intervention programmes for targeted pupils	More focus on PP pupils and their individual needs.	PP pupils will continue to be high profile with their individual needs focused on.	£7,747 – to include B 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
All families to have access to PSA (parent support advisor)	Family support through PSA. PSA present in playground some mornings so visible to parents	Stable family environment established for some PP pupils	This support will continue but more targeted support with those reluctant to engage	£829
PP pupils to have wider contextual experiences/ curriculum enrichment	Financial support provided	All PP pupils have access to all the wider experiences in life	This is an important objective to continue with and has been successful.	£400

<b>7. Additional detail</b>
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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](http://www.aschool.sch.uk)