

# Pupil premium strategy statement 2019/20 – St Mawes Primary School

1. Summary information					
School	St Mawes Primary School				
Academic Year	2019/20	Total PP budget	£11,880	Date of most recent PP Review	July 2019
Total number of pupils	40	Number of pupils eligible for PP	6	Date for next internal review of this strategy	Jan 2020

2. Current attainment for 2019 – SATS data		
	<i>Pupils eligible for PP (0 pupils)</i>	<i>Pupils not eligible for PP (6 pupils)</i>
% achieving expected standard in reading, writing and maths	N/A	66% (4/6 pupils)
% making expected progress in reading	N/A	66% (4/6 pupils)
% making expected progress in writing	N/A	66%(4/6 pupils)
% making expected progress in maths	N/A	83% (5/6 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 and maths are 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 maths and 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	2019/20				
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	When will you review implementation?
A. Improved maths and reading skills with an enhanced desire to read	All staff aware of the data of PP pupils. Individual targeted approach supported by both adults and reading buddies. Support in school for pupils not reading at home (with adults and buddies). Regular focus on reading activities. Hearing high quality reading from adults regularly. Pre-teaching vocabulary Staff training and support from Maths Hub.	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 rewards bands, Lesson drop ins.	KC	Jan 2020
C .Continue a 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. DIT available to enhance learning.	We want to ensure that PP pupils achieve high attainment rather than just meeting the expected standard.	Monitoring visit to include higher ability pupils (pupil conferencing, book scrutiny, lesson drop ins)	KC	Jan 2020
Total budgeted cost					£10,880 – to include A and B below
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	When will you review implementation?

A.Improved maths and reading skills with an enhanced desire to read	Targeted intervention and in class support. Reading buddies	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.	KC/AP	Jan 2020
B.Improved emotional resilience and understanding of metacognition	Talk time, DIT, socially speaking and in class support, use of pre-teaching	Past evidence has proved the programme we have used has had a very good impact on the emotional resilience of our pupils. Research suggests pre-teaching promotes confidence and self-esteem for those who	Pupil conferencing to discuss attitudes to learning. Discussions with staff regarding pupil's emotional resilience. Use of learning line	All staff	Jan 2020
<b>Total budgeted cost</b>					£10,880 – 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.Improved parental engagement with reading (skills and desire) and homework	Reading bands. Support in school for pupils that are not being supported at home (reading with both adults and buddies). Curriculum workshop (with reading focus) for parents and carers. 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.	KC	Jan 2020
E.Pupils to have wider contextual experiences and gain cultural capital	Financial support provided. Signpost to experiences An experience rich curriculum Inspiring visitors Access to activities which as usually extra curricular	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.	KC	Jan 2020
<b>Total budgeted cost</b>					£1000

6. Review of expenditure				
Previous Academic Year		2018/19		
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.Improved reading skills	All staff aware of the data of PP pupils. Individual targeted	4/5made expected progress.	The reading packages used by other schools were explored and were deemed not transferrable to our school. Implement 'Minute of Listening' to improve listening and comprehension	
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.	Progress was evident in reading and writing but not in maths	Confidence in maths skills to be improved by working with groups of a higher challenge	
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.Improved reading skills	Targeted intervention and in class support	4/5made expected progress	PP pupils will continue to be high profile with their individual needs focused on.	
B.Improved emotional resilience	Talk time, DIT, socially speaking	Staff are consistent in their support of pupils, providing time to talk as well as working closely with the PSA. Pupils have responded positively to discussions regarding mental health and emotional resilience and find DIT a supportive learning opportunity	Continue to promote improved emotional resilience and embed metacognition and pre-teaching to boost confidence and self-esteem.	
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
D.Parental engagement is improved with reading and homework	Reading bands. Support in school for pupils that are not being supported at home.	PSA support has been implemented where required. Phonics and reading workshops attendance numbers were low. Reading bands had some impact encouraging	Reading bands have been re-evaluated with pupil voice Workshops are planned to target the wider curriculum	

E.Pupils to have wider contextual experiences.	Financial support provided	Pupils had access to wider contextual experiences	Continue with this support and explore the opportunity to provide more experiences	
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## 7. 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](http://www.aschool.sch.uk)