**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | Mylor Bridge Community Primary School | | | | |
| **Academic Year** | 2019-20 | **Total PP budget** | **£25,780.00** | **Date of most recent PP Review** | 25.7.18 |
| **Total number of pupils** | 140 | **Number of pupils eligible for PP** | 19 | **Date for next internal review of this strategy** | 22.9.19 |

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| 1. **Current attainment** | | |
| KS2 4 Pupils 2x SEND | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading, writing and maths** | R:50% W:50% M:50% | R: 73% W:78% M:76% |
| **Data progress in reading** | -2.57 | 2.06 |
| **Data progress in writing** | -1.59 | 1.22 |
| **Data progress in maths** | 0.22 | -0.03 |

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| 1. **Current attainment** | | |
| KS1 1 Pupil | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading, writing and maths** | R: 100%/ W: 100% M: 100% | R: 76% W:70% M:76% |
| **% making progress in reading** | 100% | 70% |
| **% making progress in writing** | 100% | 79% |
| **% making progress in maths** | 100% | 89% |

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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)* | | | | |
|  | | Of the 9 children not achieving EXS or above in R/W/M 5 are inward mobility | | |
|  | | 30% of Pupils with PP allocation also have special needs | | |
|  | | Attainment gaps still exist in Year 4 | | |
|  | | 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 | | |
| **C.** | | 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)* | | | | |
| **D.** | | 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) | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Baseline inward mobility on arrival to ensure progress measures can be tracked.  Ensure effective transition through buddy systems | | Teachers know gaps and can fill them quickly.  Children are supported in school through buddies  Attainment gap narrows. |
|  | Attainment gap narrows and children make at least expected progress. IEPs are clear and interventions effective | | Attainment gaps in targeted children are narrowed. |
|  | 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 in EYFS in receipt of PP will be KS1 ready | | Children will be confident with phonics and basic number formation  Children will be successful in the prime and specific areas of learning |
|  | Children , including those in receipt of PP, who did not attain well (Prior lower attainers) make better than average progress in order to catch up in RWM | | Children will engage in their learning, be motivated to record thoughts and share ideas. Children will make better than average progress. |
|  | 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** |  |
| 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/ TW** | **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 – 22 in KS2 from Sept 2019** | **VS/AM** | **Yearly** |
| **Total budgeted cost** | | | | | £23,558 |
| 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 who are exhibiting difficult behaviour are well supported and impact upon other class members is minimal | TA support 1:1 | **Lesson observations show that 1:1 TA support enhances the learning environment for all children. Data shows that when TAs are not in place for children exhibiting difficult behaviours leaning is not as strong** | **Lesson obs/ Support staff appraisal/ feedback in book scrutiny.** | **VS/AM** | **Half termly** |
| To help school to assess and support children with additional needs  To support these pupils so that all pupils are safe in school and can achieve | SEN Services | **SEND services will provide educational psychologist support** | **Monitoring of reports and input** | **VS/TW** | **As used.** |
|  |  |  |  |  | £1722 |
| **Total budgeted cost** | | | | |  |
| 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. |
| **Total budgeted cost** | | | | | £500 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | |  | | |
| 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** |
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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 |