

Mawgan-in-Pydar Academy Pupil Premium Strategy Statement 2021 - 22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Mawgan-in-Pydar Academy
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	16% (18 pupils)
Academic years that our current pupil premium strategy plan covers	Autumn 2021 – Autumn 2024
Date this statement was published	December 2021
Date on which it will be reviewed	May 2022
Statement authorised by	Karen Middlemore
Pupil premium lead	De Carden
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21, 035
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£23, 305

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the consequent challenges faced. Using knowledge of the school, its context and situation, along with research conducted by the EEF, this strategy has been developed.

EEF research states that, 'the attainment gap is the most stubborn test facing English schools'. The impact of the pandemic also suggests that 'primary aged pupils have significantly lower achievement in both reading and maths as a likely result of missed learning and in addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils'. Pupil Premium funding provides funding, but also a focus, on setting the achievement of children from disadvantaged backgrounds as a priority in our system. For disadvantaged pupils at Mawgan-in-Pydar Academy, our ultimate aim is to ensure their needs are identified and fully met. This includes their social and emotional needs, which in turn will allow pupils to make good progress with their learning. Our current pupil premium strategy works towards achieving this objective as it identifies our priorities for PP pupils. Every member of staff closely monitors the progress of PP pupils in their class. The progress of PP children is overseen by our PP Lead and Head of School. Timely support, whether it is academic or emotional, is offered by highly trained staff. Our approach is flexible, depending on an individual child's needs. We work hard to establish good relationships with parents/carers and external agencies, to ensure we can offer support when necessary. The key principles are:

- To ensure that teaching and learning opportunities meet the needs of ALL pupils
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups (especially more than one group)
- To recognise that not all pupils who are socially disadvantaged are registered for or qualify for free school meals
- To ensure that Pupil Premium funding identifies priority classes, groups or individuals and is used to address disadvantage
- To endeavour to narrow the attainment gap between disadvantaged and non-disadvantaged pupils through the school and at the end of KS2
- To strive for disadvantaged pupils to exceed nationally expected progress rates in order to reach ARE at the end of Year 6 and are therefore 15.ready to access the next stage of their education successfully.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Lower attainment in reading, writing and maths – regular opportunities for reading and making progress in phonics in KS1 and KS2
2	High attaining pupils need to continue to maintain and accelerate good progress to ensure they achieve GDS
3	Attendance and punctuality – significant amount of time off school/learning for many children due to Covid 19, this has affected learning, confidence and independence
4	More frequent behavioural support required due to high levels of emotional need to ensure pupils are ready to learn
5	Limited broader experiences due to rural location – low aspirations and expectations – Cultural capital

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Consistent, sustained and accelerated progress in Phonics. Reading, Writing and Maths	PP children make the same progress as non - PP children. A higher % of PP children achieve the expected standard in RWM by the end of KS2
Additional support for individual pupils and small groups, to ensure gaps in learning are addressed. Pupils who are disadvantaged in more than one area (eg: SEND, EBD, SEMH, EAL) are monitored closely and receive additional support	Progress is accelerated and the gap between PP and non-PP pupils is reduced or closed
High attaining pupils need to continue to maintain and accelerate good progress to ensure more PP children continue to reach GDS	A higher % of PP children achieve GDS in RWM by the end of KS2
Attendance is consistent, regular and sustained	Attendance is above 96%
SEMH needs identified and supported through whole school TIS approach and targeted interventions such as Sand therapy, Draw and Talk, ELSA	Boxall Profile scores improved and pupils demonstrate increased engagement in learning to improve progress rates

<p>Raised aspirations and expectations from all stakeholders</p>	<p>Families feel well supported and invested in their child's education</p> <p>Pupils feel a sense of achievement and have future aspirations through equality of access for all children and development of cultural capital through access to a rich and vibrant curriculum</p>
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued training in validated phonics scheme ensures that RWI is delivered consistently and monitored closely. Continued investment in reading books matched closely to phonics scheme.</p>	<p>EEF -phonics has high impact for very low cost, based on very extensive evidence - +5 months</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	<p>1, 2</p>
<p>All pupils have access to quality first teaching. Regular CPD for all staff.</p>	<p>Large body of research evidences that quality first teaching has a major impact on pupils' progress and has the most impact on the most disadvantaged pupils, including from EEF.</p>	<p>1, 2, 5</p>
<p>Upskill support staff with appropriate approaches and pedagogy to teaching interventions.</p>	<p>EEF research on support staff delivering targeted interventions in 1-1 or small group settings shows a consistent impact on attainment of approximately 3-4 additional months progress.</p>	<p>1, 2, 4</p>
<p>Upskill staff in developing metacognition strategies in children.</p>	<p>Metacognition and self-regulation approaches to teaching, support pupils to think about their own learning more explicitly, often teaching them specific strategies for planning, monitoring and evaluating their learning. EEF states that the potential impact of metacognition and self-regulation approaches is high, +7 months additional progress.</p>	

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils making below expected progress in phonics are identified quickly and personalised interventions are put into place.	<p>EEF -phonics has high impact for very low cost, based on very extensive evidence - +5 months</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	1, 2
Comprehensive training for nominated staff on the NELI programme – pupils are identified and receive a 20-week programme designed to improve the oral language skills of children aged 4-5 in need of additional targeted support to develop their language.	<p>The NELI programme has been evaluated through three randomised control trials funded first by the Nuffield Foundation and then the Education Endowment Foundation. This found that children receiving the NELI programme made the equivalent of +3 months additional progress in oral language skills compared to children who did not receive NELI. This trial received 5 out of 5 on the EEF padlock scale. Children receiving the NELI programme also made progress in early word reading (+2 months) and children with EAL benefited just as much from the programme as native English speakers.</p>	1, 2, 5
Continued focus on teaching and developing vocabulary across the curriculum for all including language and communication support in the EYFS	<p>EEF, Ofsted and Sir John Dunmore have all identified this as a high impact, low cost strategy. EEF noted that those starting school recently need more support with communication and language development due to lockdown periods as a consequence of Covid-19.</p>	1, 2
Additional small group support for pupils in	<p>EEF states that transition is especially important for pupils with SEND and</p>	1, 2, 5

Year 6 to ensure they are 'secondary ready'	those from disadvantaged backgrounds. The research is clear that these groups are most at-risk of a decline in educational outcomes following the transition to secondary school.	
Targeted, high quality, purposeful and focussed support for identified pupils	EEF state that high quality 1-1 support that is purposeful and focussed has a high impact on raising attainment.	1, 2, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to use the TIS approach within school to meet SEMH needs of children.</p> <p>Support high levels of engagement with learning and positive outcomes.</p> <p>Provide specific support/interventions to support pupil wellbeing and develop social and interaction skills (Sand therapy, Draw and Talk, ELSA, Time to Talk).</p>	<p>TISUK's training is highlighted in the DfE Advice to Schools: Mental Health and Behaviour in Schools as supporting and promoting positive mental health.</p>	<p>4</p>
<p>Regular identification of pupils whose attendance is falling below 96%. Support provided for families with low attendance, working with the Trust's Attendance Team and external agencies.</p>	<p>EEF states that pupil premium can be spent on non-academic interventions such as improving attendance, as these are often vital in boosting attainment. This is particularly important now, given the impact of Covid-19.</p>	<p>3</p>
<p>Continue to enhance pupils' cultural capital by providing a broad, balanced and carefully sequenced curriculum with a breadth of experiences.</p>	<p>EEF evidences the positive impact on wellbeing of outdoor and enrichment activities.</p>	<p>5</p>

Total budgeted cost: £23,305

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

In 2020-21, PP children received opportunities for enhanced learning, including additional whole class, small group or individual, personalised support, to support their learning outcomes. PP children were encouraged, where possible, to attend school through lockdown and those who did received additional support from staff where necessary. Those who did not attend school were given Chromebooks where needed, had tailored work to meet their needs and were given 1-1 support virtually where identified. All children were given additional opportunities through an enhanced programme of sport through Cornwall School Games (virtual).

See in house Comparative Data for breakdown of % of PP pupils compared to non-PP pupils achieving at least the Expected Standard at the end of the year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>This was spent on extra-curricular activities including breakfast and after school club, personalised support where required and a named person as contact.</p> <p>The SPP is there for schools to provide mainly pastoral support for service children.</p>

What was the impact of that spending on service pupil premium eligible pupils?	All children achieved at least EXS in Reading, Writing and Maths. Attendance just below 100% 9as a group) for the year.
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Further information (optional)

We currently have the Bronze Charter Mark for Pupil Premium from our internal MAT audit/accreditation which is being reviewed and re-submitted as we are working towards Silver.