

Mawgan-in-Pydar Academy Pupil Premium Strategy Statement 2021 – 24

Update 2023 - 2024

This statement details our school's use of pupil premium (and recovery premium) 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	120
Proportion (%) of pupil premium eligible pupils	16%
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended)	Autumn 2021 – Autumn 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£24,980
Recovery premium funding allocation this academic year	£2,175
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	£27,155

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 continued 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 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
4	More frequent behavioural support required due to high levels of emotional need to ensure pupils are ready to learn
5	Cultural capital – breadth of experiences & low aspirations and expectations

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	Motional Profile scores improved and pupils demonstrate increased engagement in learning to improve progress rates
Raised aspirations and expectations from all stakeholders	Families feel well supported and invested in their child's education 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

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: £12,175

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.</p> <p>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>EEF blog: Shining a spotlight on reading fluency EEF (educationendowmentfoundation.org.uk)</p> <p>EEF/Tim Shanahan (2019) – Reading fluency is vital to ensure academic success – 80% of curriculum is based on reading</p> <p>Oral Reading Fluency Shanahan on Literacy</p>	<p>1, 2</p>
<p>All pupils have access to quality first teaching.</p> <p>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> <ol style="list-style-type: none"> 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) 2. EEF blog: 'Five-a-day' to improve SEND outcomes EEF (educationendowmentfoundation.org.uk) 	<p>1, 2, 5</p>
<p>Upskill support staff with appropriate approaches and</p>	<p>EEF research on support staff delivering targeted interventions in 1-1 or small group settings shows a consistent</p>	<p>1, 2, 4</p>

pedagogy to teaching interventions.	impact on attainment of approximately 3-4 additional months progress. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1, 2

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional pupil premium TA to support SEMH needs and academic attainment in EYFS and KS1	EEF research linked to teaching assistants and targeted support states that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how class teachers and teaching assistants can provide targeted academic support, including how to link structured 1-1 or small group interventions to classroom teaching, is likely to be a key component of an effective PP strategy. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	1, 2
Develop use of Wellcomm to ensure use of language and communication support is sustained through the year, with a focus on developing vocabulary.	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. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2

Number Sense	<p>This programme aims to develop confidence and flexibility with number and fluency in addition and subtraction facts through EYFS, KS1 and beyond.</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	
Additional small group support for pupils in Years 5 and 6 to ensure they are 'secondary ready'	EEF states that transition is especially important for pupils with SEND and 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.	1, 2, 5
Targeted, high quality, purposeful, focussed and personal support for identified pupils both academically and SEMH	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: £5,000

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>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	4
<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>EEF Guidance – Attendance Interventions – March 2022</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	3
<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>“The essential knowledge that children need to be educated citizens”. (Ofsted EY Handbook). “Cultural Capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education”. (DfE, Early Years Inspection Handbook).</p>	5

Total budgeted cost: £27, 155

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Early Years Foundation Stage Profile Summer 2023		
<i>*Caution – FSM pupils joined EYFS on a phased entry in April 2023 with no mainstream education experience prior to this</i>		
Early Learning Goal	% FSM (3 pupils)	% Not FSM (15 pupils)
Listening, Attention and Understanding	67%	93%
Speaking	67%	93%
Self-Regulation	33%	100%
Managing Self	33%	100%
Building Relationships	100%	100%
Gross Motor Skills	100%	100%
Fine Motor Skills	0%	100%
Comprehension	0%	93%
Word Reading	0%	73%
Writing	0%	73%
Number	33%	80%
Numerical Patterns	33%	80%
Past and Present	100%	93%
People, Culture and Communities	100%	93%
The Natural World	100%	93%
Creating with Materials	100%	93%
Being Imaginative and Expressive	67%	87%
GLD achieved	0%	73%

Phonics Screening Check Y1 Summer 2023

Phonics Screening Check – 1 pupil	
Subject	32+
PSC	100%

Phonics Screening Check Y2 re-takes Summer 2023 – 0 pupils**Key Stage One Assessments – Summer 2023**

KS1 Assessments – 1 pupil		
Subject	EXS	GDS
Reading		100%
Writing		100%
Maths	100%	

Key Stage Two Assessments – Summer 2023

2 pupils were also SEN pupils

KS2 Assessments – 3 pupils					
Subject	PKF	WTS	EXS	GDS	EXS+
Reading	33.3%	33.3%		33.3%	33.3%
Writing	33.3%	33.3%	33.3%		33.3%
GPS		33.3%	33.3%		33.3%
Maths	33.3%	33.3%	33.3%		33.3%

Attendance for Disadvantaged group 22/23: 95.1% compared to attendance for non-disadvantaged group: 95.3%

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
SCARF - PSHE Scheme	Coram Life Education
Motional	Steps Along the Way Ltd
Renaissance Learning - Reading	Renaissance Learning, Inc
Number Sense Facts	Number Sense Learning Ltd
TT Rockstars	Maths Circle Ltd
RWI Online – Oxford Owl	OUP
White Rose Maths Premium	White Rose

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?	<table border="1"> <tr> <td colspan="2">Phonics Screening Check – 1 pupil</td> </tr> <tr> <td>Subject</td> <td>32+</td> </tr> <tr> <td>PSC</td> <td>1 (100%)</td> </tr> </table> <p>At the end of KS1, one child achieved EXS in Reading and WTS in Writing and Maths. Another child achieved EXS in RWM in Year 4.</p> <p>Attendance for Services group 22/23: 98.9% compared to non-services group: 95.2%.</p>	Phonics Screening Check – 1 pupil		Subject	32+	PSC	1 (100%)
Phonics Screening Check – 1 pupil							
Subject	32+						
PSC	1 (100%)						

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.