

Mevagissey pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2020/21 to 2022/23 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	Mevagissey Primary School
Number of pupils in school	133
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	6 th December 2021
Date on which it will be reviewed 14/09/22 - Date reviewed by Ben Ringrose (new headteacher Sept 2022) 26/09/23 - Date reviewed by Ben Ringrose (new headteacher Sept 2022)	July 2022
Statement authorised by	Stewart Gynn Headteacher
Pupil premium lead	Ben Ringrose
Governor / Trustee lead	Sandra Beardsmore: CofG Lucy Wright and Alex Newborough: PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32830
Recovery premium funding allocation this academic year	£2900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£35730</p>
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Part A: Pupil premium strategy plan

Statement of intent

Our aim for all pupils is that they make good progress and achieve highly in all primary key stages and subjects, therefore they enter secondary school ready and prepared for their next learning stage. Our strategy supports them to attend school regularly so that they access high quality teaching, which in turn gives them excellent opportunities to thrive in life.

We believe that high quality teaching, focussed on areas where disadvantaged pupils need the most support, will have the most positive impact. Our values drive our approach, all pupils are nurtured to persevere and show resilience, and we aim to close the attainment and progress gap by improving the outcomes for disadvantaged children.

Through linking this strategy with our wider school improvement plan we aim that every pupil at Mevagissey Primary will succeed.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils are negatively impacted as readers due to a lack of early reading support at home and pre-school phonics provision.
2	Early screening of language and communication skills indicate a pronounced vocabulary gap and under developed oral skills amongst disadvantaged pupils.
3	Disadvantaged pupils have historically had higher absenteeism and are more likely to be persistently absent.
4	The attainment gap in writing and reading is wider than other subjects.
5	There has been a rise in social, emotional and mental health concerns and referrals for disadvantaged and vulnerable families following the pandemic.

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
Every child leaves KS1 able to read fluently and having secure phonics knowledge and ability to apply.	90% of children pass the phonics screening check at the end of Year 1 and 100% by the end of Year 2.
<p>All Pupil Premium pupils receive three additional reading sessions with a one-to-one adult each week</p> <p>BR 14/09/22</p>	<p>Accelerated Reader will be used to track the amount of books PP children are reading. It will also provide accurate assessments of progress in reading ages, ensuring we have an insight into the impact of this intervention.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessment and observations indicate improved oral language among disadvantaged pupils. This will be evident in outcomes, book scrutinies, pupil conferencing and formative assessment.
Improved maths attainment for disadvantaged pupils at the end of KS2.	End of KS2 maths outcomes for pupils meeting the expected standard in 2024/25 are in line with their non-disadvantaged peers.
Sustain high attendance for all pupils, particularly our disadvantaged pupils.	Overall attendance rate for all pupils, including disadvantaged, is no more than 4%. Attendance rate for disadvantaged pupils is within 1% of non-disadvantaged pupils.
<p>Attendance '22/'23: All Pupils: 96.3% Disadvantaged Pupils: 91.5%</p> <p>Improve attendance of disadvantaged pupils</p> <p>BR 26/09/23</p>	<p>Attendance of disadvantaged pupils inline with non-disadvantaged.</p>

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: £22730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue the school's use of the DfE approved systemic phonics programme (SPP) Read, Write Inc.	<p>Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively with absolute fidelity. Roll this out to Key Stage 2 staff so that high quality intervention can take place in Key Stage 2. Staff will not settle for phonics screening check results that are in line with the national average or explain pupils' poor progress by their background.</p> <p>Access to the Online Subscription for staff training and video support for parents.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>EEF Phonics</p>	1
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>EEF Oral Language Interventions</p>	2
Expert teaching of maths underpinned by deep analysis of the gaps in the	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of	1,2,4

understanding of number	<p>Mathematics, drawing on evidence based approaches:</p> <p>DfE Maths guidance</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Maths in Primary Schools EEF</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered with training from RWI including use of the Fresh Start program.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Online Subscription films sent home.</p> <p>EEF Phonics</p>	1
WELLCOMM	<p>Early intervention is known to close the attainment gap between disadvantaged children and their more affluent peers. This will be run by class teachers so will be embedded into everyday practice.</p> <p>WELCOMM is the complete speech and language toolkit, from screening to intervention.</p> <p>Delayed language skills lead to under-performance later in life, yet many primary school children have unidentified speech and language difficulties.</p>	2
Engaging with the National Tutoring Programme to provide tuition in small groups planned and monitored by the class teacher whose education has been	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p> <p>EEF Small group tuition</p>	1,4

most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attaining pupils		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance, including Education Welfare service, and use of funding to provide transport for pupils	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. DfE Improving School Attendance	3
Free Breakfast club places for disadvantaged learners	Evaluation from the EEF found that in schools where there are free of charge before school, there was an average of 2 months' additional progress for pupils in Key Stage 1. Schools that had a Breakfast Club also saw improved attendance	3
Trained Trauma Informed Schools Diploma staff	Lack of resilience and acute well-being issues are having a major impact on pupils accessing learning. With long waiting lists for CAMHS and other services, having immediate access to trained members of staff makes a difference to pupils and families.	5

Total budgeted cost: £35730

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Internal standardised assessment shows that there is still a gap between disadvantaged and non-disadvantaged pupils. This gap is biggest in mathematics and writing.

Teacher Assessment shows writing attainment is lower across all year groups. This was expected as modelling writing remotely during the lockdown was more difficult than teaching other subjects. A great deal of these gaps will be addressed through our Oracy and reading strategies.

The gap in reading was much narrower but still needs to close further.

2022 Review/Impact – Ben Ringrose: End of KS2 SATs results 2021/2022 – FSM6
Progress – Reading: -1.0

Writing: -0.2

Maths: +1.4

Not FSM6 - Progress –

Reading: +0.9

Writing: +2.6

Maths: +1.5

Significant gaps in Reading and Writing remain.

2022/2023 Review/Impact – Ben Ringrose: End of KS2 SATs results 2022/2023 – FSM6:

Progress – Reading: + 3.1

Writing: -3.0

Maths: +6.2

Not FSM6 - Progress –

Reading: +3.4

Writing: +0.2

Maths: +1.9

Disadvantaged pupils make better progress in Maths. Reading progress has improved from '21/'22 but still below Reading progress made by Non-Disadvantaged. Progress in Writing for Disadvantaged must remain a focus.

BR update 21/09/22

PP 93.90%

Not PP 93.62%

PP attendance marginally higher than not PP

BR review 26/09/22

Attendance '22/'23:

All Pupils: 96.3%

Disadvantaged Pupils: 91.5%

Improve attendance of disadvantaged pupils

BR 26/09/23

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
Spelling Shed Purple Mash X Tables Rock Stars	Education Shed 2 Simple

