

Mawsley Community Primary School Pupil Premium Strategy Statement 2019-2020

In 2011-2012 the Government launched its Pupil Premium funding. This money is allocated to schools based on the number of pupils in the school who are eligible for Free School Meals. Mawsley Community Primary School is a larger than average primary school with a below average percentage of pupils eligible for the pupil premium grant. The school uses the funding to assist eligible pupils in reaching their full potential, both academically and socially. The school recognises that there may be some socially disadvantaged children who do not qualify, or are not registered, for free school meals and Pupil Premium funding is also used to support these children. We encourage and promote high aspirations and ambitions for all our pupils and recognise that pupils learn best alongside their peers. Predominantly through the execution of Quality First Teaching, we aim to encourage and extend pupils' passion and thirst for knowledge, resulting in them realising their full potential. To promote inclusion, we use some of the pupil premium grant to invest in initiatives that improve outcomes for all children, including those eligible for the funding. Additionally, we target the individual needs of eligible pupils to ensure barriers to learning are removed. We are committed to ensuring that Pupil Premium Funding is spent to maximum effect.

1. Summary information								
School	Mawsley Community Primary School		Total number of pupils		360	Number of pupils eligible for PP		38
Review Academic Year	2018-2019	Total PP budget academic year 2018-2019		£49,140	Date of most recent PP Review			July 2019
Strategy Academic Year	2019-2020	Total PP budget financial year 2019-2020		£55,320	Date for next internal review of this strategy			Dec 2019
		Total estimated PP budget academic year 2019-2020		£47,653	Total per pupil (FSM/Ever 6)	£1,320	Total per pupil (post LAC/SGO) PP+	£2300
					*Service chn	*£600		

2. KS2 Assessment information 2018 - 2019			
GD = Greater Depth	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (school average)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths (GD)	40% (10%)	73% (13%)	Data not yet available
% achieving expected standard in reading (GD)	50% (20%)	85% (32%)	Data not yet available
Average point score reading	101.6	99.9	Data not yet available
% achieving expected standard in writing (GD)	50% (30%)	85% (43%)	Data not yet available
Average point score writing			Data not yet available
% achieving expected standard in maths (GD)	70% (20%)	85% (32%)	Data not yet available
Average point score maths	102.6	102.2	Data not yet available

Due to the low number of pupils eligible for pupil premium funding in EYFS and KS1 (below 2 in each year group) we have not reported data for those stages, in order to maintain the pupils' anonymity.

3. Barriers to future attainment for pupils eligible for PP

In-school barriers

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| A. | Acquisition of phonic knowledge is slower in some pupils eligible for pupil premium than for other pupils. This adversely impacts reading and writing particularly spelling in later years. |
| B. | Development of core mathematical skills is slower in some pupils eligible for pupil premium than for other pupils. This adversely impacts progression in mathematical understanding. |
| C. | Several pupils who are eligible for pupil premium have complex special educational needs which impact their learning. |
| D. | Several pupils who are eligible for pupil premium have complex social, emotional and mental health needs impacting academic progress. |
| E. | The average attendance of pupils who are eligible for pupil premium is lower than the average attendance of other pupils. |

External barriers

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| F. | The percentage of parents of pupils eligible for pupil premium who need support to manage presenting social, emotional and behavioural issues that are impacting their child's learning is greater than for other pupils. |
| G. | Several pupils who are eligible for pupil premium do not live in households where active engagement with school and education is a high priority, the levels of aspiration for what these pupils can achieve is low from some households. |

4. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	The acquisition and application of phonic knowledge for reading and spelling by pupils eligible for the pupil premium will be line with their peers.	The percentage of pupils passing the phonic screening in Year 1 will be the same for pupils in receipt of the pupil premium grant as it is for other pupils. The percentage of pupils eligible for the pupil premium grant who reach the expected standard in reading and writing in each year group will be the same as the percentage of other pupils.
B.	The acquisition of core maths skills by pupils eligible for the pupil premium will be accelerated.	The percentage of pupils eligible for the pupil premium grant who reach the expected standard in maths in each year group will be the same as the percentage of other pupils.
C.	Pupils who are eligible for pupil premium who have complex special educational needs will make good progress from their starting point.	Individual tracking documents of pupils with complex special educational needs will show good progress being made from their starting points.
D.	Pupils who are eligible for pupil premium who have complex social, emotional and mental health needs will make good progress from their starting point.	Individual tracking documents of pupils with complex social, emotional and mental health needs will show good progress being made from their starting points.
E.	The average attendance of pupils who are eligible for pupil premium to be in line or above national average.	The average attendance percentage of pupils who are eligible for pupil premium will have improved from the previous year.
F.	Parents of pupils eligible for pupil premium who require support to manage presenting social, emotional and behavioural issues to engage with school support and feel supported.	At least 85% of parents questioned will report that they have been able to access support from school.
G.	Parents of pupils who are eligible for pupil premium engage with additional activities and opportunities provided for their children.	Registers of additional learning opportunity / activities provided for pupils in receipt of pupil premium funding show good levels of participation.

How we measure the desired outcomes

The Education Endowment Foundation toolkit is used to plan the most appropriate interventions using national best practice and proven success criteria. The majority of our interventions are measured using hard data focusing on pupil progress after the intervention has taken place, all pupils in receipt of pupil premium are targeted on a Class Achievement Plan and these are evaluated half termly. In addition, other measures are used to provide 'soft' data, e.g. pupil self-confidence (via pupil interviews) and book looks. The school's assessment system (O Track) and use of standardised data (PIRA and PUMA) enables greater efficiency in planning future interventions and compares pupils' prior data; this enables more robust decisions to be made about future provision. All 'groups' including Disadvantaged and FSM pupils' progress is analysed closely to ensure any gaps receive timely interventions. The Governing Board receives a Pupil Premium update three times per year detailing specific spending of each project on the PP initiative and its measured outcome/impact.

5. Planned expenditure					
Academic year	2019-2020				
How the pupil premium will be used 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?
The acquisition and application of phonic knowledge by pupils eligible for the pupil premium will be line with their peers.	Quality teaching in phase 1 and 2 using Read Write Inc.	Education Endowment Foundation (EEF) toolkit recommendation: <i>Phonics can be an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i> EEF are currently funding a project to evaluate the impact of RWI in 72 schools, the findings report is due summer 2021. Existing evidence widely supports the effectiveness of RWI.	All staff teaching and supporting phonics to receive RWI training. Phase 1 leader to monitor quality of teaching and learning.	Phase 1 / 2 Lead	Dec 2019 Mar 2020 July 2020
	Year's 1 – 6 implementation of Rising Stars spelling scheme. Revised feedback policy to be implemented across whole school and development of child accountability.	Education Endowment Foundation (EEF) toolkit states that feedback studies tend to show very high effects on learning across all age groups. There is a substantial number of reviews and meta-analyses of the positive effects of feedback.	Learning walks to monitor and develop consistent teaching of spelling. Pupil progress meetings; data analysis. Book scrutinies and pupil voice regarding feedback.	SLT Literacy Lead	
The development of core maths skills by pupils eligible for the pupil premium will be line with their peers.	Quality first teaching using Power Maths scheme Years 1 – 6.	Longitudinal studies by NCETM advocate the development of reasoning through a mastery approach.	Learning walks and lesson observations to monitor and further develop consistency in the teaching of maths.	Maths Leads	Dec 2019 Mar 2020 July 2020
	Whole development of metacognition and self-regulation through growth mind-set project work and in lesson self-evaluation strategies.	Education Endowment Foundation (EEF) toolkit recommendation: Metacognition and self – regulation approaches have consistently high levels of impact, with pupil making an average of seven months additional progress.	Book scrutinies and pupil voice gathered to monitor and develop children's understanding and accountability of their own learning.		

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?
<p>Pupils with complex special educational needs will access the curriculum alongside their peers and will make good progress from their starting points.</p>	<p>Growth Mindset culture development.</p> <p>SENCo and SEN Teacher support for teachers ensures best approaches used for each child.</p> <p>Consultation with other professionals to provide expert guidance to teachers.</p> <p>Additional adult support in the classroom, where this is appropriate. Teachers and TAs further develop feedback practice.</p>	<p>A Growth Mindset culture develops pupils' self-belief and this promotes learning.</p> <p>It is important for teachers to have a thorough understanding of the needs of their pupils and to seek guidance from a colleague with the appropriate level of expertise, as this improves outcomes for SEN pupils.</p> <p>EEF report: Making Best Use of Teaching Assistants points to the need for SEN pupils to develop independence.</p> <p>Effective feedback is advocated by EEF as having a significant impact on pupil learning.</p>	<p>Support meetings / training and first term brain boost project to reinforce / further explore and develop Growth Mindset culture.</p> <p>Consult external professionals, as needed.</p> <p>Ensure SENCo is available to address the needs of SEN pupils eligible for pupil premium.</p> <p>Staff and phase meetings / training to develop feedback practice.</p> <p>Termly pupil progress meetings and monitoring by Phase Leaders and SLT.</p>	<p>SLT</p> <p>SENCo</p>	<p>Dec 2019 Mar 2020 July 2020</p>
Total budgeted cost					£23,000

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?
<p>The acquisition and application of phonic knowledge by pupils eligible for the pupil premium will be in line with their peers</p>	<p>Small group and 1:1 RWI intervention for pupils who are failing to make expected progress.</p> <p>Precision Teaching for pupils who are failing to make progress.</p> <p>Extended school day/holiday school offer for pupils eligible for pupil premium.</p>	<p>EEF Toolkit: <i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading with an average impact of an additional four months progress.</i></p> <p>1:1 RWI intervention programme and Precision Teaching made a positive impact on pupil progress last year.</p> <p>EEF report: Making Best Use of Teaching Assistants Guidance Report by J. Sharples, R.Webster & P. Blatchford</p>	<p>Trained support staff to deliver weekly intervention to support learning. Teachers will liaise with support staff to maximise effectiveness.</p> <p>Attendance registers kept for extended school day.</p> <p>Reading mileage monitored for KS2 using Accelerated Reader programme and quiz information reports / results.</p>	<p>SENCo</p> <p>Class Teachers</p>	<p>Dec 2019</p> <p>Mar 2020</p> <p>July 2020</p>

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?
<p>The development of core maths skills by pupils eligible for the pupil premium will be line with their peers.</p>	<p>Extended school day/holiday school offer for pupils eligible for pupil premium.</p> <p>1:1 and small group tuition from trained teachers / teaching assistants.</p> <p>Pre – teach of concepts prior to maths lessons for specific groups.</p> <p>Peer tutoring opportunities for invited groups facilitated by a teacher to revisit previously taught concepts.</p>	<p>EEF report: Making Best Use of Teaching Assistants Guidance Report by J. Sharples, R.Webster & P. Blatchford</p> <p>EEF Toolkit: Evidence indicates that one to one tuition can be effective, delivering approximately five additional month’s progress on average.</p> <p>EEF Toolkit: Peer tutoring appears to be more effective when the approach supplements or enhances normal teaching, rather than replaces it. This suggests that peers tutoring is most effectively used to consolidate learning, rather than to introduce new material.</p>	<p>TA time allocated centrally and monitored by SENCO to ensure that interventions and additional tuition sessions are prioritised appropriately for each child.</p> <p>Attendance registers kept for extended school day.</p> <p>Termly pupil progress meetings and monitoring by Phase Leaders and SLT.</p>	<p>SENCo</p> <p>Peer Tutor Lead</p> <p>Class Teachers SLT</p>	<p>Dec 2019 Mar 2020 July 2020</p>
<p>Pupils with complex special educational needs will access the curriculum alongside their peers and will make good progress from their starting points.</p>	<p>Bespoke intervention to diminish the difference in outcomes for these pupils delivered by trained TAs and/or teachers.</p>	<p>A variety of approaches are needed to enable pupils with complex SEN to make progress.</p> <p>EEF report: Making Best Use of Teaching Assistants Guidance underlines the importance of TAs being trained to deliver a package, as well as it being delivered several times a week.</p>	<p>SENCo / Sen Teacher and Phase Leader monitoring</p>	<p>SENCo</p>	<p>Dec 2019 Mar 2020 July 2020</p>
Total budgeted cost					<p>£13,000</p>

iii. 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?
<p>Parents will be well supported in meeting their child's social, emotional and behavioural needs.</p>	<p>Family support worker to provide support and guidance (including EHA if appropriate) to families and children (and those engaged with them) by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and enable pupils to achieve their full potential.</p> <p>Subsidised trips, uniform, after school clubs and music lessons.</p>	<p>Maslow's hierarchy of need identifies the need to tackle underlying emotional and social issues to enable a child to be ready to learn.</p> <p>The EHA is a simple way to help identify needs of children and families and make a plan to meet those needs. It is a shared tool which is used by all agencies in Northamptonshire who are delivering early help. Its purpose is to provide a co-ordinated response so no-one misses out on the support they may need.</p> <p>Pupils need to be able to access all opportunities alongside their peers.</p>	<p>Close liaison between family support worker and members of SLT (who are responsible for referral). Monitoring of attendance, wellbeing and behaviour of children of parents accessing support.</p>	<p>FSW</p> <p>SENco</p> <p>CT of chn</p>	<p>Dec 2019</p> <p>Mar 2020</p> <p>July 2020</p>
<p>Pupils will be well supported in managing social, emotional and mental health needs.</p>	<p>Lunch Bunch Team to support pupil wellbeing during less structured times of day to provide support and routine through programmes of individual and group support as appropriate, supporting emotional literacy and emotion regulation and providing a safe space.</p>	<p>The established pastoral work in the school has a positive impact on pupils' readiness to engage with their learning and their ability to manage their emotions and behaviour.</p>	<p>Open dialogue between members of the Lunch Bunch Team and SLT. Monitoring of attendance, wellbeing and behaviour of pupils accessing support.</p>	<p>SENco</p> <p>Lunch Bunch Team</p>	<p>Dec 2019</p> <p>Mar 2020</p> <p>July 2020</p>

<p>The development of core maths skills by pupils eligible for the pupil premium will be in line with their peers.</p>	<p>Pupils who are eligible for Pupil Premium to access a personalised online IXL account.</p> <p>KS2 children to access personalised TT Rockstars online account.</p>	<p>Children's feedback regarding online maths resources is positive and their enthusiasm for participating is high.</p>	<p>Monitoring by maths subject leader and by Class Teachers.</p>	<p>Maths Lead CT's</p>	<p>Dec 2019 Mar 2020 July 2020</p>
<p>The acquisition and application of phonic knowledge by pupils eligible for the pupil premium will be in line with their peers.</p>	<p>Individual online homework set for pupils using Accelerated Reader programme for building reading mileage and developing phonic knowledge and application.</p>	<p>Research from the EEF to support use of Accelerated Reader:</p> <p>https://v1.educationendowmentfoundation.org.uk/uploads/pdf/Accelerated_Reader_(Final).pdf</p>	<p>Monitoring by English subject leader and by Class Teachers.</p>	<p>Eng Lead CT's</p>	<p>Dec 2019 Mar 2020 July 2020</p>
<p>The average attendance of pupils who are eligible for pupil premium to be in line or above national average.</p>	<p>Use of SOL Attendance system to track and incentivise children's improvement of school attendance or maintenance of good school attendance.</p> <p>Half termly home communication for parents of pupils eligible for pupil premium funding to update them on current attendance figures and advise accordingly.</p>	<p>The average attendance of pupils eligible for pupil premium was raised last academic year, the children responded well to the incentive of a sticker for an 'upward trend' in their attendance and circle time feedback suggested they valued their attendance figure more than previously.</p>	<p>Weekly tracking of SOL attendance by Class Teachers.</p> <p>Weekly attendance team meeting.</p> <p>Attendance figures to be added to pupil case studies each term.</p>	<p>Class Teachers Attendance Officer SLT</p>	<p>Dec 2019 Mar 2020 July 2020</p>
Total budgeted cost					<p>£11,850</p>

6. Review of expenditure

Previous Academic Year (2018/2019)

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact Statement:	Lessons learned	Cost
<p>The acquisition of phonic knowledge by pupils eligible for the pupil premium will be line with their peers.</p> <p>The development of core maths skills by pupils eligible for the pupil premium will be line with their peers.</p> <p>Pupils with complex special educational needs will access the curriculum alongside their peers and will make good progress from their starting points.</p>	<p>Quality teaching in phase 1 and 2 using Read Write Inc. and Read Write Inc. spelling.</p> <p>Quality first teaching using Power Maths scheme and materials and NCETM mastery materials, as well as concrete resources.</p> <p>Growth Mindset culture. SENCo and SEN Teacher support for teachers ensures best approaches used for each child.</p> <p>Consultation with other professionals to provide expert guidance to teachers.</p> <p>Additional adult support in the classroom, where this is appropriate.</p> <p>Teachers and TAs further develop feedback practice.</p>	<p>All pupils have been well supported by the provision of Read Write Inc phonics in phase 1 and the over-all phonics screening results were the highest achieved historically.</p> <p>Pupil conferences / discussions clearly indicated that overall enthusiasm for maths increased and significant improvement in end of KS2 data was achieved.</p> <p>Data shows that children in receipt of pupil premium funding made more progress than other pupils in personalised intervention programmes.</p>	<p>New approach to spelling will be developed over the coming year, particularly focussing on improving pupils' response to feedback.</p> <p>Whilst small group tuition using the numicon resource did see some progress for some pupils, the improved consistency in the delivery of a whole school maths scheme had more of an impact for pupil progress. This approach will continue to be developed next year with a focus to develop teacher's ability to stretch thinking of pupils and further develop children's accountability in lessons.</p>	<p>£12,100</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Impact Statement:	Lessons learned	Cost
<p>The acquisition of phonic knowledge by pupils eligible for the pupil premium will be line with their peers.</p> <p>The development of core maths skills by pupils eligible for the pupil premium will be line with their peers.</p> <p>Pupils with complex special educational needs will make good progress from their starting points.</p>	<p>1:1 RWI intervention programme for pupils who are failing to make expected progress.</p> <p>Precision Teaching for pupils who are failing to make progress.</p> <p>Individualised maths Intervention weekly using Numicon Intervention.</p> <p>Small group focussed work within lessons supported by TA.</p> <p>1:1 tuition with teacher. Bespoke intervention to diminish the difference in outcomes for these pupils delivered by trained TAs and/or Teachers.</p>	<p>Additional support staff enabled pupils to access nurture style provisions including breakfast, lunchtime and afternoons to develop age appropriate social skills and resilience for learning within the classroom environment alongside their peers.</p> <p>Pupils with complex SEN needs had timely assessments with outside agencies and recommendations from these agencies supported access to learning.</p> <p>Careful strategic staffing/timetabling enabled 50% of children who are eligible for pupil premium to access bespoke reading / maths interventions which led to good progress within the programme studied.</p> <p>School opening during half term holidays so that targeted pupils could be invited in to work with a trained member of staff 1:1 / small group on specific areas to improve their progress was well received and well attended.</p>	<p>External professional reports support appropriate intervention and accordingly it will be continued.</p> <p>Additional support is required to enable some pupils to access the curriculum alongside their peers and this will be continued.</p> <p>1:1 tuition after school will be available to targeted pupils.</p> <p>An extended school day will be offered to pupils who are eligible for pupil premium funding, enabling them to rehearse and consolidate core skills in reading and maths.</p> <p>Small group and individual intervention will be delivered either by a teacher or a trained TA (as advocated by EEF report). Where a child needs intervention in more than one subject area, the SENCo will prioritise the intervention to be undertaken first.</p>	<p>£20,354</p>

iii. Other approaches

Desired outcome	Chosen action/approach	Impact Statement:	Lessons learned	Cost
<p>Parents will be well supported in meeting their child's social, emotional and behavioural needs.</p> <p>Pupils will be well supported in managing social, emotional and mental health needs.</p> <p>The development of core maths skills by pupils eligible for the pupil premium will be line with their peers.</p> <p>The acquisition of phonic knowledge by pupils eligible for the pupil premium will be line with their peers.</p>	<p>Family support worker to provide support and guidance (including EHA if appropriate) to families and children (and those engaged with them) by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and enable pupils to achieve their full potential.</p> <p>Subsidised trips, uniform, after school clubs and music lessons.</p> <p>Lunch Bunch Team to support pupil wellbeing during less structured times of day to provide support and routine through programmes of individual and group support as appropriate, supporting emotional literacy and emotion regulation and providing a safe space.</p> <p>Individual online homework set for pupils using My Maths programme for additional learning / rehearsal of core maths skills.</p> <p>Individual online homework set for pupils using Accelerated Reader programme for building reading mileage and developing phonic knowledge and application.</p>	<p>All parents who asked for help were contacted by the Family Support Worker and signposted to appropriate support.</p> <p>Additionally, the school was able to offer support to families who staff recognised may benefit from this.</p> <p>Pupils accessed a full range of opportunities regardless of parental income.</p> <p>The consistent approachability of the Lunch Bunch Team has supported children in expressing their emotions in more age appropriate ways and in beginning to manage their behaviour more effectively. This has supported children in their interactions around school generally.</p>	<p>This approach is very valuable and will be continued. The Family Support Worker is able to offer practical help and spend time understanding issues which may be affecting children's learning.</p> <p>Subsidies to continue to enable all children eligible for pupil premium to take a full part in school activities.</p> <p>The Lunch Bunch approach will be continued with further development targeted at the reintegration of pupils at lunch time and how they can successfully achieve their goals of independent play times with friends.</p> <p>Further use of online resources which pupils show enthusiasm for and which provide additional learning opportunities to be introduced and encouraged.</p>	<p>£13,947</p>