

Mawnan C of E VA Primary School

Pupil Premium & Recovery Premium Strategy

Statement 2024-2025

What is Pupil Premium?

The Pupil Premium is a sum of money allocated to schools each year to narrow attainment gaps between pupils from low-income families and their peers. It aims to provide significant funding for disadvantaged children to help close the attainment gap and promote greater progress in line with their peers. Pupil Premium is allocated to the school and is generated by children:

- Who are currently known to be eligible for free school meals (FSM)
- Who have been 'looked after' continuously by a local authority for more than 6 months
- Children from service families (known as the Service Premium)
- Children who have been eligible for FSM at any point in the last 6 years

The level of the premium for 2024 to 2025 is £1,480 per pupil fitting the criteria above for FSM children, £2,570 for Looked After Children and £340 for children from service families. From September 2012, schools are required to publish online information about how we have used the premium. This money is for schools to decide how to use but should be spent in order to improve educational attainment of children from low income families. The pupil premium has the potential to have a great impact on the attainment and future life chances of pupils.

This statement details Mawnan Primary School's use of Pupil Premium for the 2024 to 2025 academic year. This funding will enable us to help improve the attainment of our disadvantaged pupils.

This statement 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	Mawnan C of E VA Primary School
Number of pupils in school	142
Proportion (%) of pupil premium eligible pupils	15.5%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Jilly Pridmore
Pupil premium lead	Jilly Pridmore
Governor for Pupil Premium	Helen Hickman

Funding Statement

Detail	Amount
Pupil premium funding allocation this academic year	£23,450
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	£23,450

Part A: Pupil premium strategy plan

Statement of intent

At Mawnan Primary School we have very high expectations for all pupils in our school and believe that, with high quality teaching, pastoral support, effective engagement with parents and a personalised approach to meeting children's needs, every child can fulfil their individual academic, social and emotional potential and let their lights shine!

We ensure that the Pupil Premium funding is allocated effectively each year to have the necessary impact across school so that pupils achieve at least the same academic outcomes as non-disadvantaged pupils with similar starting points, and so that they have equal access to the extended curriculum and enrichment opportunities, eradicating educational inequity. Our current strategy supports these aims by ensuring pupils receive high-quality teaching in all subjects, but with a specific focus on mastery maths, reading, phonics and writing.

Rooted into our approach is the importance of cultural and arts opportunities in supporting the wider learning of disadvantaged students, enhancing cultural capital and removing barriers to accessing and understanding the wider curriculum. We have designed our own curriculum to ensure that children in receipt of Pupil Premium, have opportunities to develop into confident, independent and successful learners who will flourish and make a positive contribution to the world.

We also use the funding to create opportunities for children to develop resilience, perseverance and self-esteem through targeted approaches for children and their families for example, the play therapist.

All strategies used at Mawnan Primary School are evidence-informed using recommendations outlined by Education Endowment Foundation and The Sutton Trust.

Useful links:

DfE Pupil Premium Policy

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

DfE Guidance on writing Pupil Premium Strategy Statements

<https://www.gov.uk/guidance/pupil-premium-strategy-statements>

DfE Pupil Premium Strategy Statement Templates – blank and example
<https://www.gov.uk/guidance/pupil-premium-strategy-statements>

DfE Pupil Premium Effective use and accountability
www.gov.uk/guidance/pupil-premium-effective-use-and-accountability

EEF Pupil Premium Guide
www.educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide

EEF Teaching and Learning Toolkit
<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

EEF Early Years Toolkit
<https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit>

DfE Pupil Premium Conditions of Grant
<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2019-to-2020/pupil-premium-conditions-of-grant-2019-to-2020>

Service Premium www.gov.uk/government/publications/the-service-pupil-premium

Challenges

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

Challenge	Details of challenge
1	Some Pupil Premium children have lower levels of attainment than their peers. This is particularly true of writing.
2	In some cases, lack of adult support and engagement at home has resulted in a significant widening of the attainment gaps for some Pupil Premium children.
3	Children typically enter school with lower levels of literacy and, more specifically, oracy skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary and reading opportunities. Poor early language development can hinder reading and writing abilities.
4	Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage.

5	In 2023-2024 the average attendance of disadvantaged children (95.6%) is slightly below the average attendance for all children (95.9%).
6	Some pupils in receipt of Pupil Premium are not ready to access learning due to a lack of self-belief, confidence, trauma and resilience. They can struggle to concentrate, reflect and evaluate their own learning and often lack self-motivation and confidence to improve.
7	A high proportion of disadvantaged pupils are also identified as having special educational needs , 22.7% compared to 8.3% of non pupil premium children.

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 Outcomes	Success Criteria	Strategies for Success
<ul style="list-style-type: none"> Disadvantaged pupils make at least expected progress, from their <u>individual</u> starting points, across all areas of the curriculum and, more specifically, in Reading, Writing and Maths. The gap is narrowed in the progress and attainment of PP and other children, both in school and nationally. 	<ul style="list-style-type: none"> The % of disadvantaged pupils achieving GLD at the end of EYFS in Literacy and maths is at least in line with all other areas There is no gap between the attainment of pupil premium and non pupil premium in the KS1 phonics screening By the end of KS1, any gaps between disadvantaged and other pupils (both 	<ul style="list-style-type: none"> Rigorous monitoring of ongoing attainment data will be used to identify key children (specifically the lowest 20%) who need additional support. Targeted small group and 1:1 intervention will be delivered to those who need it across core areas of the curriculum and in phonics. The Bug Club validated programme will be used with rigour across EYFS and KS1 (with specific children in KS2 accessing an age-appropriate catch up programme). School will

	<p>in-school and nationally) is closed rapidly in reading, writing and maths.</p> <ul style="list-style-type: none"> • A significant proportion of pupils achieve the EXP standard in reading, writing and maths combined at the end of KS2. • The curriculum meets the needs of all children • The quality of teaching across school is strong. 	<p>embed additional resources to support home reading, matched to in-school phonics teaching.</p> <ul style="list-style-type: none"> • High quality class texts will be sourced to match the curriculum. These will be used in all daily reading lessons. • Ongoing formative assessment, screening and standardised tests will be initiated each term for all children. These will be used to inform teaching, learning and intervention. • Pupils will have regular/weekly opportunities to rehearse, practise and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic to promote automaticity.
<p>The language gap for children in receipt of pupil premium funding is diminished.</p>	<ul style="list-style-type: none"> • High quality teaching of a well-planned, progressive language rich curriculum ensures rapid acquisition and use of vocabulary across all areas of the curriculum. 	<ul style="list-style-type: none"> • Key language linked to the curriculum is taught in context and revisited through concepts • Vocabulary development is inherent within the school curriculum, with children exposed tier 2 and tier 3 vocabulary in all lessons. • Targeted pupils receive additional speech and

		language support and intervention.
<ul style="list-style-type: none"> • All children are ambitious • Disadvantaged pupils develop cultural capital through the curriculum. This enables them to fully engage and prepares them for success in their next phase of education and beyond 	<ul style="list-style-type: none"> • Adults are highly skilled in imparting curriculum knowledge and use pedagogical strategies to ensure children retain and apply key knowledge from across the curriculum. • A significant proportion of children achieve the expected standard across foundation subjects. • The gap between PP and other children is closing rapidly. 	<ul style="list-style-type: none"> • Children have access to high-quality reading scheme / class texts as well as a well-stocked library giving them access to the latest high-quality texts. • A highly-ambitious, knowledge-rich and language rich curriculum ensures children know more, remember more and understand more. • Educational visits enhance the curriculum and allow children to gain an understanding of the wider world outside of their local community. • Home learning forms part of the curriculum. All children have planned opportunities to practice and embed their skills. • Parents will be invited into school for meeting about how they support the curriculum and learning at home. • All children in KS2 will have access to a chromebook with educational subscriptions to support learning (TT Rockstars, spelling shed, diagnostic questions etc).

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.

As outlined by the Education and Endowment Foundation (EEF), best practice is for schools to use their funding in three ways:

1. **Teaching**- Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.
2. **Targeted support**- 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 classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.
3. **Wider support strategies**- Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Where costs have been left blank this is funded through the core budget.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ (funded through the core budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Personalised and specific continuous professional learning and development accessed by staff in approaches to the teaching of Phonics, Reading, Writing and Maths.</p> <p>This includes cover costs and resources for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> phonics training deliver by our phonics leader <input type="checkbox"/> Participation in the NCETM 'Mastering Number' programme for EYFS, KS1 and KS2 <input type="checkbox"/> Working with the Maths Hub and English Hub <input type="checkbox"/> Accessing Let's Think in English training <p>£</p>	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> ● Phonics (+5 months) ● Reading Comprehension Strategies(+5 months) ● Mastery Learning (+ 5 Months) <p>Evidence from Education Endowment Foundation, 'Early Years Toolkit':</p> <ul style="list-style-type: none"> ● Early Numeracy Approaches =+6 months ● Early Literacy Approaches = +4 months ● Communication and Language Approaches = +6 months 	<p>1, 2 & 3</p>
<p>Specialised training in neurodiversity and specifically supporting pupils with Dyslexia.</p> <p>Recognise that each pupil with SEN may require different types and levels of support. This should be flexible and responsive to their evolving needs.</p>	<p>Education Endowment Foundation (EEF) - Special Educational Needs in Mainstream Schools</p> <p>SEND Code of Practice – 0 to 25 years</p>	<p>All</p>

Time allocation for Pupil Premium Lead to carry out strategic leadership (planning, monitoring and reviewing impact) £	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending	All
---	--	-----

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

Budgeted cost: £ 15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring intervention (1:1 and small group support) led by skilled TAs/HLTAs £ 15,500 (the additional costs are funded through the core budget)	<p>Evidence from Education Endowment Foundation –‘Teaching and Learning Toolkit’:</p> <ul style="list-style-type: none"> ● One-to-one tuition = +5 months ● Small group tuition = +4 months ● Individualised instruction = + 4 months ● Teaching assistant Interventions = +4 months <p>Evidence from Education Endowment Foundation, ‘Early Years Toolkit’:</p> <ul style="list-style-type: none"> ● Communication and Language Approaches = +6 months ● Reading Comprehension Strategies = +6 months 	1, 2, 3 and 7

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Attendance, behaviour and wellbeing support.</p> <p>£</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.</p>	<p>5 and 6</p>
<p>Specialist Educational Consultant (educational psychologist and SENDCo) to provide preventative and reactive support to improve outcomes</p> <p>£</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> ● Behaviour Interventions = +4 months ● Social and Emotional Learning = +4 months 	<p>4 and 6</p>
<p>Whole School Access to Bug Club and AR Reading Platforms</p> <p>£</p>	<p>Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’:</p> <ul style="list-style-type: none"> ● Reading Comprehension Strategies = +6 months 	<p>1,2,3 and 7</p>
<p>Well-targeted and effective mentoring ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life</p> <p>£</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to Spending.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> ● Behaviour Interventions = +4 months ● Social and Emotional Learning = +4 months 	<p>4, 5 and 6</p>
<p>Establish breakfast club places and provide meal provision to ensure</p>	<p>Evidence from Education Endowment Foundation (EEF) - Breakfast Clubs Guidance.</p>	<p>5 and 6</p>

<p>that disadvantaged pupils who are hungry have access to nutritious meals and are ready to learn</p> <p>£500</p>	<ul style="list-style-type: none"> • = + 2 months <p>This impact is particularly significant for disadvantaged pupils, as breakfast clubs can help address barriers to learning linked to nutrition and social engagement.</p>	
<p>Weekly play and music therapy sessions with to address trauma, build resilience and promote engagement in learning</p> <p>£ 5,000</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> • Social and Emotional Learning = +4 months 	6
<p>Assess and equity of musical instrument lessons for disadvantaged pupils in KS2.</p> <p>£2,000</p>	<p>Education Endowment Foundation (EEF) - Music Education Guidance</p> <p>EEF Research on Music Education and Instrumental Lessons</p> <p>EEF underscores the importance of providing high-quality, equitable access to musical instrument lessons as part of a well-rounded music education.</p> <ul style="list-style-type: none"> • = + 2 months 	
<p>Access to curriculum linked educational visits and residential trips</p> <p>£500</p>	<p>Education Endowment Foundation (EEF) - Educational Trips Guidance</p> <ul style="list-style-type: none"> • = + 2 months. This impact is particularly evident when trips are well-planned and integrated into the broader curriculum. 	4 and 6

Total budgeted cost: £ £ 23,450

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 2023 to 2024 academic year.

Desired Outcomes	Impact
The attainment gap is narrowed between disadvantaged pupils and all pupils at the end of KS2.	75% of PP pupils achieved the expected standard in reading, GPS and maths but none of our PP achieved the expected standard in writing.
The quality of teaching across school is high. It is rooted in high expectations and ensures pupils are able to apply the knowledge they have learnt effectively	The quality of teaching across the school is strong. Triangulated evidence (from testing, conferencing and independent applications) shows that pupils have retained key knowledge from all subjects taught.
The curriculum is broadening children's experiences by building strong cultural capital. Our children have high aspirations for themselves.	Our high-quality, knowledge-rich broad curriculum ensured that all pupil premium children made at least expected progress from their starting points. The children are proud of their learning and can talk in detail about what they have learnt.
Improved mental health, engagement and attainment of targeted pupils	Pupils who accessed mentoring, play therapy or music therapy demonstrated a greater ability to self-regulate and were more confident and engaged with their learning.

Externally provided programmes

Programme	Provider
Y6 SATs revision programme	Third Space Learning

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?	Additional support for children requiring academic and emotional support (1:1 and small group support) led by skilled TAs/HLTAs/teachers.
What was the impact of that spending on service pupil premium eligible pupils?	100% of children eligible are working at the expected standard in reading and writing and 86% in maths .