



Pupil premium strategy statement

This statement details our school's use of pupil 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	Mabe Primary School	
Number of pupils in school	175 + nursery at 18	
Proportion (%) of pupil premium eligible pupils	17%	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026	
Date this statement was published	October 2023	
Date on which it will be reviewed	Mid-year: March 24	Sept 24
Statement authorised by	Hannah Stevens	
Pupil premium lead	Hannah Stevens/Laura Gough	
Governor / Trustee lead	Mark Lees	

Funding overview

Detail	Amount	
Pupil premium funding allocation this academic year	£41,470.00	
Tutoring funding allocation this academic year	£2,970.00 (DFE) £2,970.00 (school)	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00	
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	£47,410	

Part A: Pupil premium strategy plan

Statement of intent

Here at Mabe primary school, we aim for all children to experience a full, inspiring and enriching curriculum which enables pupils to fulfil their potential so that they leave our school with a passion for life-long learning. The targeted and strategic use of the Pupil Premium funding supports us in achieving these aims.



BE the best you can BE!

-  Community: **Be**long
-  Cooperation: **Be** helpful
-  Commitment: **Be**lieve
-  Courage: **Be** brave
-  Compassion: **Be** caring

BE the best you can BE

Quality first teaching is at the centre of our approach and is reflected in the intentions of our wider school improvement plan. Ensuring that this is the best it can be is proven to have the greatest impact on closing the attainment gap between disadvantaged pupils and therefore sustaining the progress they make.

Targeted support and adaptations ensure that teaching and learning meet the needs of all pupils - we make sure that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.

Overcoming barriers to learning is at the heart of our PP strategy, allocation and use of funds. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the Pupil Premium Grant (PPG). Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our School Improvement Plan is aligned to our use of the pupil premium grant (PPG) as we believe in maximising the use of this by utilising it as part of a wider, long-term strategy. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements, breaking

down barriers to learning faced by our disadvantaged and vulnerable pupils and enabling academic recovery for all.

Our overall objectives

Setting overall objectives is key to maximising the use of the pupil premium grant. Our objectives are as follows:

- Ensuring there is exceptional practitioner for every child
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, mental health and parental engagement
- Ensuring that the PPG reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
1	<p>Low social and communication skills alongside speech and language difficulties</p> <p><i>Speaking and Listening are the first elements of a high quality English curriculum. We know that early language development is still being hindered by COVID lockdowns and our children entering nursery and reception were 'lockdown babies'.</i></p> <p><i>Also, being in Cornwall there has been a challenge in accessing Speech and Language therapists through the NHS as there wasn't one in post. Waiting lists are long and schools are having to address more language gaps.</i></p>
2	<p>Developing Key Skills</p> <p><i>Internal data shows that our disadvantaged pupils can have poor recall of key skills and declarative knowledge that are needed to improve fluency and a deeper understanding of the curriculum. Pupils need support to read more regularly, develop automaticity in maths and fluency in their writing.</i></p>
3	<p>Attendance and punctuality of some disadvantaged pupils</p> <p><i>Nationally, attendance has not returned to pre-pandemic rates and percentages, and the gap between attendance of children eligible for Pupil Premium and all other children has widened. Evidence tells us that regular and high attendance at school has a direct correlation to attainment. At Mabe, we strive for every child to have good levels of attendance and punctuality and identify early when attendance is causing concern to work with the family to improve attendance.</i></p>
4	<p>Special Educational Needs and Disability</p> <p><i>36% of our disadvantaged children are also on the SEND register of need. The % of SEND children has risen over the last three years with the most common</i></p>

	<i>primary need as Speech, Language and Communication. Our most disadvantaged pupils and their families need support with the range of SEND to ensure the correct support is accessed early to encourage our pupils to be the best that they can be.</i>
5	<p>Attainment</p> <p><i>Attainment matters – getting children ready for the next stage in their educational journey is vital. We make use of the National Tutoring Funding to provide targeted support for those children who need it most, and to close any attainment gaps which are still in place from the national lockdowns, or for any other reason that a child has fallen behind. Our aim at Mabe is to intervene early so that children ‘Keep Up’ and not have to ‘Catch Up’.</i></p>
6	<p>Enriching life experiences</p> <p><i>We have a well developed personal development curriculum here at Mabe where children get to experience a wide range of experiences. We provide a good range of extra-curricular clubs, enter sporting competitions, take children swimming, rock climbing and sailing to build their life experiences, but to also build their character and resilience. Throughout their time at Mabe, children have the opportunity to take part in two residential experiences – one while in year 4 and one in year 6.</i></p> <p><i>We use the Jigsaw PSHE programme and a mapped out assembly curriculum to embed our teaching on the British Values, Protected Characteristics and to further enrich children’s Spiritual, Moral, Social and Cultural experiences and learning.</i></p> <p><i>Through our Personal Development curriculum, we want to build our children’s Cultural Capital so that they leave us with ambition, drive and belief.</i></p>

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
1. Pupils will talk with confidence in an age appropriate manner	<ul style="list-style-type: none"> • All children in KS1 are screened using Language Link in the first term • All pupils receive language intervention where there is an identified need • Talk for Writing is used to develop Oracy skills in English lessons • Voice 21 is embedded practice within the school • Children speak and present to a range of audiences for a range of purposes
2. Assessment checkpoints will show rising standards of PP pupils. No gap	<ul style="list-style-type: none"> • Assessment Checkpoints are carefully planned for all subjects and are acted on to close any knowledge gaps • Key Knowledge is identified for subjects and Proof of Progress (POP) quizzes check children’s recall of this

<p>between PP and all other pupils.</p>	<ul style="list-style-type: none"> Monitoring shows that attainment is rising and gaps are narrowing
<p>3. Attendance for disadvantaged pupils is at least in line with the national average of 96%</p>	<ul style="list-style-type: none"> The attendance lead proactively manage the attendance of individuals pupils using our Trust procedures The school works closely with parents to help them understand the importance that their children must arrive at school on time every day and that non-attendance will be pursued through the correct channels working collaboratively with the safeguarding leads, social workers, family workers and the EWO as and when required No holiday requests will be authorised and criteria for exceptional leave will be applied consistently in-line with Government guidance Attendance for all groups will be in-line with National Expectations Rates of attendance will be monitored by our Local Governing Board
<p>4. SEND provision will enable disadvantaged learners to achieve outcomes in RWM that compare favourably with their peers.</p>	<ul style="list-style-type: none"> IPM targets will be specific, measurable, achievable, realistic and targeted All relevant stakeholders will know the targets being worked on Classrooms are inclusive with adapted learning in place enabling all to success Culture of high expectation for all to be modelled by all staff The school will work with external agencies as required to ensure the most effective provision is in place Staff training will be invested in to upskill all staff in meeting the needs of all pupils, regardless of vulnerability or barrier to learning
<p>5. All children at Mabe in every National data point will achieve in-line with National expectations and their peers.</p>	<ul style="list-style-type: none"> The National Tutoring funding will be effectively used to target attainment of identified pupils Outcomes in the % of children attaining GLD at the end of Reception will rise Outcomes in the % of children achieving their phonics screening check score at the end of Y1 will rise Outcomes in the % of children achieving their multiplication tables check at the end of Y41 will rise Outcomes in the % of children achieving the Expected Standard in the end of KS2 assessments will rise Gaps in attainment between disadvantaged and all pupils will close
<p>6. All disadvantaged pupils to experience a full and rich personal</p>	<ul style="list-style-type: none"> All disadvantaged pupils to attend after school clubs of their choice Funding allows all pupils the opportunity to attend all trips, camps, visits, music lessons, sports clubs and activities in and outside of the school

development curriculum	<ul style="list-style-type: none">• Transport will be provided to ensure that no children are disadvantaged or unable to attend activities• Kit is provided for extra-curricular activities if required• The curriculum is planned to build children's Cultural Capital
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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: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employed additional adult (15 hours) to work with small groups to accelerate progress in KS1</i>	EEF – guide to Pupil Premium – tiered approach – teaching is the top priority. Sutton trust – quality first teaching has direct impact on outcomes	2, 4, 5
<i>Employment of additional adult (10 hours) to work with small groups to accelerate progress in KS2</i>	EEF-evidence - indicates that small group tuition can be effective, delivering approximately 5 additional mints progress on average. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive	2, 4, 5
<i>RWI full package of support bought into</i>	DfE- The reading framework – teaching the foundations of literacy – publ: July 2021	2, 4, 5
<i>Reading Leader dedicated weekly time to monitor, coach and support delivery of RWI</i>	DfE- The reading framework – teaching the foundations of literacy – publ: July 2021 Read, Write Inc research and evidence – Ruth Miskin	2, 4, 5
<i>Subscription purchased for access to online training portal for all staff delivering the read, write inc, programme</i>	Read, Write Inc research and evidence – Ruth Miskin	2, 4, 5
<i>Partnership with the English Hub</i>	English hubs focus on supporting the slowest progress children in reception and year 1 to ensure every child is successful with regards to background needs or abilities - DfE	1, 2, 4, 5
<i>Partnership with the Cornwall Maths Hub</i>	Maths hubs focus on supporting the slowest progress children in reception and year 1 to ensure every child is successful with regards to background needs or abilities - DfE	2, 4, 5

<i>Regular CPD for Teaching Assistants by experts</i>	EEF- Making best use of teaching assistants	1, 2, 4, 5
<i>Jig-saw CPD and resources</i>	EEF- social and emotional learning – impacts on attitudes to learning and social relationships in the school which increases progress and attainment	1, 3, 6
<i>Pupil Progress meetings</i>	Develop an in school understanding of all pupils so that effective interventions can be planned and reviewed.	2, 4, 5
<i>Full review of behaviour policy and procedure to embed Trauma Informed School practise</i>	EEF social and emotional learning – impacts on attitudes to learning and social relationships in the school which increases progress and attainment	1, 3, 6
<i>Bespoke training of TIS for new staff</i>	Trauma Informed School approach and principles	1, 3, 6
<i>Purchase of IRIS coaching software to further develop teaching and learning in classrooms</i>	EEF – guide to Pupil Premium – tiered approach – teaching is the top priority. Sutton trust – quality first teaching has direct impact on outcomes	2, 4, 5

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutoring before and after school for reading, writing and maths.</i>	EEF evidence – indicates that small group tuition can be effective, delivering PP approx. 5 months progress on average.	2, 3, 4, 5
<i>Language Link Assessments and Interventions</i>	EEF- Oral language interventions consistently show positive impact on learning	1, 2, 4, 5
<i>Extended TA hours to cover interventions and support in the afternoons</i>	EEF evidence – indicates that small group tuition can be effective, delivering PP approx. 5 months progress on average.	1, 2, 4, 5
<i>Specialist TA employed to offer 1:1 support to individuals</i>	EEF evidence – indicates that small group tuition can be effective, delivering PP approx. 5 months progress on average.	1, 2, 4, 5

<i>Speech and language CPD from our Trust specialist to support training requirements for all staff</i>	EEF- Oral language interventions consistently show positive impact on learning	1, 2, 4, 5, 6
<i>Voice 21 CPD and package bought</i>	EEF- Oral language interventions consistently show positive impact on learning	1, 2, 4, 5, 6

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Residential visits for years 4 and 6</i>	Ofsted (2019) places emphasis on improving cultural capital particularly for disadvantaged pupils	1, 3, 6
<i>Teacher with a pastoral responsibility who is a TIS trained champion</i>	EEF social and emotional learning – impacts on attitudes to learning and social relationships in the school which increases progress and attainment	1, 2, 3, 6
<i>Additional hours of SALT support</i>	EEF- Oral language interventions consistently show positive impact on learning	1, 4, 5
<i>Regular forest school</i>	EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence	1, 3, 4, 6
<i>Revamp of library space and class library areas to promote reading for pleasure</i>	DfE – The reading framework – July 2021	2, 4, 5, 6
<i>Planned assembly curriculum using books to support Personal Development curriculum</i>	DfE – The reading framework – July 2021	1, 3, 6
<i>New TIS books to support well-being and pastoral care</i>	EEF social and emotional learning – impacts on attitudes to learning and social relationships in the school which increases progress and attainment	1, 3, 6
<i>A TIS champion in post</i>	EEF social and emotional learning –	1, 3, 6

	impacts on attitudes to learning and social relationships in the school which increases progress and attainment	
<i>All staff TIS trained with regular updates</i>	EEF social and emotional learning – impacts on attitudes to learning and social relationships in the school which increases progress and attainment	1, 3, 6
<i>First Access music lessons and instrument hire</i>	Ofsted (2019) places emphasis on improving cultural capital particularly for disadvantaged pupils	3, 4, 6
<i>Rock, Steady music initiative brought into school with funded places</i>	Ofsted (2019) places emphasis on improving cultural capital particularly for disadvantaged pupils	3, 4, 6
<i>Additional extra-curricular clubs</i>	EEF – sports participation increases educational engagement and attainment. Ofsted (2019) places emphasis on improving cultural capital particularly for disadvantaged pupils	3, 4, 6
<i>EWO – attendance clinics</i>	EEF – Rapid evidence assessment of attendance interventions states ‘in 2019/20, absence was reported as 4.9% overall, with persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz and Byrnes, 2012; London et al., 2016). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. In-school attendance data. Kernow Learning Trust Attendance Strategy	3, 5, 6
<i>Cultural Capital experiences promoted in the curriculum and beyond</i>	Ofsted (2019) places emphasis on improving cultural capital particularly for disadvantaged pupils Child’s Voice collated – what would support them in building their success at Mabe school?	1, 3, 4, 6

Total budgeted cost: £52,000

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.

2022 – 23 review

Intended Outcome 1 and Success Criteria

Pupils will make accelerated progress in reading and attainment levels will be at least in line with the national average.

- Phonics screening test results will be in line with national averages
- More pupils who do not achieve GLD in EYFS will go onto achieve age related expectations in reading at the end of KS1
- KS2 Reading SATs for DP pupils will at least be in line with the national average
- Pupils will be able to successfully apply their reading skills across the wider curriculum

Evaluation

- 2023 phonics outcomes = 82% - all pupils. 80% - PP pupils (4/5)
- KS1 outcomes: Reading = 68% - all pupils. 25% - PP (1/4) * for context, 2 SEND and 1 recent joiner.
- EYFS GLD = 71% - all pupils. 83% - PP pupils (5/6)
- KS2 Reading outcomes = 70% - all pupils. 100% - PP pupils (1/1)
- Reading curriculum was further developed across the academic year with all texts being mapped to further support schema of the wider curriculum.

Intended Outcome 2 and Success Criteria

Attainment in writing will be in line with national expectations and pupils writing stamina will increase.

- More pupils who do not achieve GLD in EYFS will go onto achieve age related expectations in reading at the end of KS1
- Writing at the end of KS2 for DP pupils will at least be in line with the national average including for those working at greater depth
- Pupils will be able to write at length across the curriculum to support their learning.

Evaluation

- KS1 outcomes: Writing = 58% - all pupils. 25% - PP pupils (1/4)
- EYFS GLD = 71% - all pupils. 83% - PP pupils (5/6)
- KS2 Writing outcomes = 74% - all pupils. 0% - PP pupils (0/1)

- Writing within wider curriculum subjects is now inline with standards in English books – children are transferring their writing skills across the curriculum
- A cohesive and sequenced approach to the teaching of spelling implemented
- Kernow Learning Trust moderation events attended by all staff to develop knowledge and expertise of staff
- A handwriting scheme was implemented successfully so all children improved the fluency of their writing
- Shared presentation expectations and raised

Intended Outcome 3 and Success Criteria

All pupils receive language intervention where there is an identified need.

- All DP pupils are screened on entry to Mabe Primary School
- All DP pupils leave EYFS having reached the ELG for Speaking and listening
- All DP pupils are assessed in language comprehensions on entry to Mabe Primary School using the Language Link screening system
- If required those who are assessed who need it received 1;1 and targeted interventions to help close the gap

Evaluation

- Language Link implemented in Reception and KS1
- Speaking and Listening ELG = 85.7%
- Interventions in place for SALT
- School worked with external agencies in the Speech and Language team to support 1:1 as required
- CPD for all staff led by Trust Specialist

Intended Outcome 4 and Success Criteria

Attendance for disadvantaged pupils is at least in line with the national average of 95%.

- The attendance of all disadvantaged pupils is rigorously monitored and swift action is taken for any pupil who has not arrived at school within the first half an hour of non-attendance.
- The schools work closely with parents to help them understand the importance that their children must arrive at school on time every day and that non-attendance will be pursued through the correct channels working collaboratively with the safeguarding leads, social workers, family workers and the EWO as and when required
- The attendance leads proactively manage the attendance of individuals pupils using the access plan arrangements
- All class teachers are vigilant on DP attendance rates and report concerns to the attendance leads and SLT.
- Uniform is provided/ supplemented if required

Evaluation:

- KL Trust Attendance strategy implemented at Mabe

- Attendance data for all pupils 2022 23 = 94% (National overall attendance = 92.5%)
- Attendance data for DP pupils 2022 23 = 93%
- Collaborative working with all parties on attendance was effective
- Raised profile of attendance across the school with all staff to ensure that expectations were high, and early intervention was made when concerns arose.
- The school is able to provide uniform and equipment to children as required.

Intended Outcome 5 and Success Criteria

The impact of COVID- 19 and subsequent school closures on resilience and being learning ready.

- To equip the children with strategies for a can-do attitude, enabling an ethos of positivity and resilience through the Mabe values and the scaffolding and promotion of the 6ps School strategy.
- Through RSHE lessons and assemblies build confidences, self-esteem and resilience.
- All staff to receive CPD in TIS to enable emotionally available adults in all classrooms and access by all pupils.
- Support staff to be highly trained in delivery of bespoke nurture support.
- A full assembly programme that incorporates the school values, 6ps, golden rules as well as focussing on well-being and developing social skills.

Evaluation

- Jigsaw curriculum embedded across the school.
- Mabe values and school strategy used consistently with all staff and children so shared vision was known and understood. Mabe vision, values and behaviour policy reviewed for current academic year (23/24)
- Child's voice gathered so further bespoke provision could be provided as required – equipment for home etc.
- Assembly focus on core values to build children's sense of worth and resilience to challenge.
- TIS strategy consistently used across the school.

Intended Outcome 6 and Success Criteria

All disadvantaged pupils to access our wide, rich and aspirational opportunities.

- All disadvantaged pupils to attend after school clubs of their choice
- Funding allows all pupils the opportunity to attend all trips, camps, visits, music lessons, sports clubs and activities in and outside of the school
- Transport will be provided to ensure that no children are disadvantaged or unable to attend activities
- Kit is provided for extra-curricular activities if required
- Extra chaperones provided for vulnerable disadvantaged pupils

Evaluation

- High uptake of extra-curricular provision at the school – priority given to PP pupils
- Personal development was highlighted as a strength of the school in their recent Ofsted Inspection
- School has ensured that transport costs have been kept to a minimum which has increased the number of activities on offer – use of funds from PP budget and Sports premium budget allocated to fund a school minibus.
- The curriculum at Mabe has been enriched with a wide cultural capital offer which is made accessible to every child.
- Children have had swimming lessons, sailing lessons and rock climbing lessons as part of their whole school PE lessons
- Year 6 has surfing lessons and a residential experience
- Forest School is in place for LKS2

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
Jig-saw	Jigsaw PHSE Ltd – Jan Lever Group

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?	<ul style="list-style-type: none"> • A ‘Little troopers’ club was set-up to support families with resources for when the parents/carers were deployed • TIS training took place for all staff to allow for emotionally available adults to be available in all classrooms. These were particularly useful when parents/carers were deployed • I-pads were purchased so that they could be used for face-time/contact time with deployed parents/carers

	<ul style="list-style-type: none"> • Additional enrichment activities planned with other Little Trooper groups from our Trust to strengthen and build relationships of our service families.
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<ul style="list-style-type: none"> • Pupils felt secure in knowing that they had staff to talk to when their parents/carers were away • Being able to face-time/ zoom etc during the school day when parents /carers were on the other side of the world was a happy place as otherwise it would be the wrong time of the day when they were home from school

Further information (optional)

We constantly review, adapt and refine the provision that is in place for all pupils, with a lens on those pupils we deem to be disadvantaged, as well as those children eligible through the funding.

We ensure that we are able to offer support that truly contributes to all children fulfilling their potential – academically, emotionally and socially. We have in place ‘small step trackers, where we evidence attainment and progress, well-being, attendance, whole school involvement, home life, social disadvantages and readiness to learn.

Our whole school ethos of ‘Be the best you can be’, enables us to focus on all areas of learning for our disadvantaged children – through a carefully sequenced and rich curriculum offer. Our curriculum and expert practitioners enable all pupils to recognise their potential and to leave Mabe Primary School with a passion for life-long learning at Key Stage 3 and beyond.