



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Mabe Primary School 21-22	22-23
Number of pupils in school	164 + nursery 22	162 + nursery 22
Proportion (%) of pupil premium eligible pupils	17% as of Sept 2021	18 % as of Sept 2022
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024	
Date this statement was published	September 2021	
Date on which it will be reviewed	July 2022	July 2023
Statement authorised by	Jules Jenkin	
Pupil premium lead	Jules Jenkin	
Governor / Trustee lead	Ruth Atkins	

### Funding overview

Detail	Amount	Amount 22-23
Pupil premium funding allocation this academic year	£44,415.00	£41,550
Recovery premium funding allocation this academic year	£4,205.00	£4,495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00	£0.00
<b>Total budget for this academic year</b>	<b>£48,620.00</b>	<b>£46,045.00</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year		£51,975 (inc service and LAC pupils)
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## Part A: Pupil premium strategy plan

### Statement of intent

Here at Mabe Primary School we aim for all children to experience a varied, inspiring and enriching curriculum which allows all pupils to recognise their potential and to enable them to leave school with a passion for life-long learning. The targeted and strategic use of the Pupil Premium funding supports us in achieving these aims.

- We ensure that teaching and learning opportunities are targeted and meet the needs of all pupils- evidence shows that quality first teaching has the biggest impact on attainment
- We ensure 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.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, ( or have been eligible in the last 6 years) are socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups that the School has legitimately identified as being socially disadvantaged.

### Challenges

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

Challenge number	Detail of challenge
1	Slower progress in developing a range of reading skills
2	Low writing skills and stamina
3	Low social and communication skills alongside speech and language difficulties
4	Attendance and punctuality of some disadvantaged pupils
5	The impact of COVID- 19 and subsequent school closures on resilience and being learning ready
6	Due to severe disruptions children have missed the chance to explore and be open to the wider world and aspirational opportunities

## 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 make accelerated progress in reading and attainment levels will be at least in line with the national average	<ul style="list-style-type: none"> <li>Phonics screening test results will be in line with national averages</li> <li>More pupils who do not achieve GLD in EYFS will go onto achieve age related expectations in reading at the end of KS1</li> <li>KS2 Reading SATs for DP pupils will at least be in line with the national average</li> <li>Pupils will be able to successfully apply their reading skills across the wider curriculum</li> </ul>
2) Attainment in writing will be in line with national expectations and pupils writing stamina will increase	<ul style="list-style-type: none"> <li>More pupils who do not achieve GLD in EYFS will go onto achieve age related expectations in reading at the end of KS1</li> <li>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</li> <li>Pupils will be able to write at length across the curriculum to support their learning.</li> </ul>
3) All pupils receive language intervention where there is an identified need	<ul style="list-style-type: none"> <li>All DP pupils are screened on entry to Mabe Primary School</li> <li>All DP pupils leave EYFS having reached the ELG for Speaking and listening</li> <li>All DP pupils are assessed in language comprehensions on entry to Mabe Primary School using the Language Link screening system</li> <li>If required those who are assessed who need it received 1;1 and targeted interventions to help close the gap</li> </ul>
4) Attendance for disadvantaged pupils is at least in line with the national average of 95%	<ul style="list-style-type: none"> <li>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.</li> <li>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</li> <li>The attendance leads proactively manage the attendance of individuals pupils using the access plan arrangements</li> <li>All class teachers are vigilant on DP attendance rates and report concerns to the attendance leads and SLT.</li> <li>Uniform is provided/ supplemented if required</li> </ul>

<p>5)The impact of COVID- 19 and subsequent school closures on resilience and being learning ready</p>	<ul style="list-style-type: none"> <li>• To equip the children with strategies for a can do attitude, enabling an ethos of positivity an resilience through the Mabe values and the scaffolding and promotion of the 6ps School strategy.</li> <li>• Through RSHE lessons and assemblies build confidences, self-esteem and resilience.</li> <li>• All staff to receive CPD in TIS to enable emotionally available adults in all classrooms and access by all pupils.</li> <li>• Support staff to be highly trained in delivery of bespoke nurture support.</li> <li>• A full assembly programme that incorporates the school values, 6ps, golden rules as well as focussing on well-being and developing social skills.</li> </ul>
<p>6)All disadvantaged pupils to access our wide, rich and aspirational opportunities</p>	<ul style="list-style-type: none"> <li>• All disadvantaged pupils to attend after school clubs of their choice</li> <li>• Funding allows all pupils the opportunity to attend all trips, camps, visits, music lessons, sports clubs and activities in and outside of the school</li> <li>• Transport will be provided to ensure that no children are disadvantaged or unable to attend activities</li> <li>• Kit is provided for extra-curricular activities if required</li> <li>• Extra chaperones provided for vulnerable disadvantaged pupils</li> </ul>

## 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
Employed a qualified teacher to work with small groups to accelerate progress in ks1	EEF – guide to Pupil Premium – tiered approach – teaching is the top priority. Sutton trust – quality first teaching has direct impact on outcomes	1, 2, 5.
<i>A teaching assistant 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	1, 2, 3, 5.
<i>SLE reading lead employed to deliver bespoke training to all reading leaders and teachers of phonics</i>	DfE- The reading framework – teaching the foundations of literacy – publ: July 2021	1, 2, 3, 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	1, 2, 3.
<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, 3
<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	5,
<i>Weekly CPD for Teaching Assistants</i>	EEF- Making best use of teaching assistants	1, 2, 3, 5
<i>Jig-saw CPD and resources</i>	EEF- social and emotional learning – impacts on attitudes to learning and	1, 2, 3, 5

	social relationships in the school which increases progress and attainment	
<i>Pupil Progress meetings</i>	Develop an in school understanding of all pupils so that effective interventions can be planned and reviewed.	1, 2, 3, 4, 5, 6
<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	3,4
<i>Bespoke training of TIS for new staff</i>	Trauma Informed School approach and principles	1, 2, 3, 4, 5, 6

## 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 in school for maths and literacy</i>	EEF evidence – indicates that small group tuition can be effective, delivering PP approx. 5 months progress on average.	1, 2, 3,5.
<i>Reading leader employed to support the delivery of Read, Write, Inc interventions</i>	DfE – The reading framework – July 2021	1, 2,
<i>Language Link Assessments and Interventions</i>	EEF- Oral language interventions consistently show positive impact on learning	3.
<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, 3, 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, 3, 5
<i>Specialist speech and language mentor employed to support training requirements for all staff</i>	EEF- Oral language interventions consistently show positive impact on learning	3

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential visits for years 2,4 and 6	Ofsted ( 2019) places emphasis on improving cultural capital particularly for disadvantaged pupils	4, 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, 4, 5, 6
<i>Additional hours of SALT support</i>	EEF- Oral language interventions consistently show positive impact on learning	3
<i>Regular forest school</i>	EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence	1, 2, 3, 4, 5, 6
<i>New accelerated reader reading scheme books to promote reading for pleasure</i>	DfE – The reading framework – July 2021	1, 2, 3
<i>New BAME books for school to support diversity</i>	DfE – The reading framework – July 2021	1, 2, 3
<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, 2, 3, 4, 5, 6
<i>Two TIS champions in post</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, 4, 5, 6
<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, 2, 3, 4, 5, 6
<i>First Access music lessons and instrument hire</i>	Oftsed ( 2019) places emphasis on improving cultural capital particularly for disadvantaged pupils	1, 2, 3, 4, 5, 6
<i>Additional extra-curricular clubs</i>	EEF – sports participation increases educational engagement and attainment.	1, 2, 3, 4, 5, 6



	Ofsted ( 2019) places emphasis on improving cultural capital particularly for disadvantaged pupils	
<i>EWO – attendance clinics</i>	<p>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.</p> <p>In-school attendance data.</p> <p>Kernow Learning Trust Attendance Strategy</p>	4
<i>Cultural Capital experiences promoted in the curriculum and beyond</i>	<p>Ofsted ( 2019) places emphasis on improving cultural capital particularly for disadvantaged pupils</p> <p>Child’s Voice collated – what would support them in building their success at Mabe school?</p>	1, 2, 3, 4, 5, 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.

*2021 – 22 review of strategy*

#### **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**

- 2022 phonics outcomes = 85%
- KS1 outcomes: Reading = 60%
- EYFS GLD = 63.6%
- KS2 Reading DP outcomes = 63%
- Reading curriculum was further developed across the academic year with the use of the VIPERS pedagogy.

#### **Priorities for 2022/23:**

- ✓ *Raise standards of attainment across the school so a higher % of children are attaining National Expectations*
- ✓ *Raise profile of Reading for Pleasure*
- ✓ *Ensure assessment of reading is forensic*
- ✓ *All staff to attend RWI/Fresh Start training to inform their teaching practice and improve outcomes*

#### **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: Reading = 60% Writing = 28% Maths = 44%
- EYFS GLD = 63.6%
- KS2 Writing DP outcomes = (47 %)
- 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

## Priorities for 2022/23:

- ✓ *Raise standards of attainment in writing through strengthening the writing curriculum ensuring that the components are progressive, well sequenced and ambitious for every child.*
- ✓ *Implement a whole school handwriting programme to develop children's fluency of handwriting and free their working memory for content.*

## 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

## Priorities for 2022/23:

- ✓ *Continue with Language Link programme to embed and continue to close gaps*
- ✓ *CPD for all staff on SALT interventions*

## 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 2021/22 = 93.3%
- Attendance data for DP pupils 2021/22 = 92.4%
- 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.

## Priorities for 2022/23:

- ✓ *Continue to promote importance of high attendance*

## 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
- 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.

**Priorities for 2022/23:**

- ✓ *Development of leadership roles within children – eco warriors, school council, reading ambassadors, etc.*

**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
- 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
- The curriculum at Mabe has been enriched with a wide cultural capital offer which is made accessible to every child.

**Priorities for 2022/23:**

- ✓ *Club provision to continue*
- ✓ *Minibus to be purchased on lease agreement to further support the transport arrangements*

## 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"> <li>• A 'Little troopers' club was set-up to support families with resources for when the parents/carers were deployed</li> <li>• 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</li> <li>• A room was repurposed as a quiet/nurture room to be used for contact time and for the group of children and parents/carers to meet</li> <li>• I-pads were purchased to be used for face-time/ contact time with deployed parents/carers</li> </ul>
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> <li>• Families and pupils welcomed the keeping in touch resources that they used while parents/carers were deployed</li> <li>• Pupils felt secure in knowing that they had staff to talk to when their parents/carers were away</li> <li>• 1:1 speaking and listening time gave parents/carers/pupils confidence that their children (they) were being looked out for both supportively and emotionally</li> </ul>

	<ul style="list-style-type: none"><li>• The room gave all involved a safe haven and a place where they could be open and share their experiences with like personnel/peers</li><li>• 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</li></ul>
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## Further information (optional)

*We constantly review, adapt and refine the provision that is in place for all pupils, with a focus on those who qualify for pupil premium funding for all groups. We ensure that we are able to offer support that truly contributes to all children fulfilling their potential. We hold termly pupil progress meetings, where we discuss attainment and progress, well-being, attendance, resilience, whole school involvement, home life, social disadvantages and readiness to learn. Our whole school ethos of 'Motivate, Assist, Believe, Excite!', enables us to focus all areas of learning for our disadvantaged children. Looking at the whole child helps to ensure that we achieve our aim of ensuring that all children in our care experience a varied, inspiring, aspirational, challenging and enriching curriculum which allows 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.*