



1. Summary information					
School	Mount Hawke Academy				
Academic Year	2017-18	Total PP budget	£34, 640	Date of most recent PP Review	Oct 17
Total number of pupils	290	Number of pupils eligible for PP	30	Date for next internal review of this strategy	July 18

2. Current attainment		
	Pupils eligible for PP (2 in Y6 2017)	Pupils not eligible for PP (national average)
% achieving required attainment for Reading, writing and maths KS2	100%	81% (61%)
% making required progress in reading KS1-KS2	100%	
% making required progress in writing KS1-KS2	100%	
% making required progress in maths KS1-KS2	100%	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	A significant number of children enter MHA below age related expectation & have on-going poor basic skills - especially in number
B.	Reading-lack of regular opportunities to improve / lack of learning independence
C.	Emotional resilience and complex family situations – high level of emotional needs to be met before they can engage fully in learning
External barriers	
D.	Rural location with limited broader experiences – high level of learning needs, low aspirations & expectations
E.	Impact of family challenges, having an effect on emotional well-being and learning

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Close the gap between PP and non-PP attainment in all areas of the curriculum, with a particular focus on reading / phonics, writing & maths	Gaps reduced from previous year & PP children make accelerated progress
B.	Ensure all PP children are having their individual needs met with regular reading 1:1 and in small group sessions	Children being read with at least x3 weekly Children will engage with learning more effectively & make accelerated progress academically
C.	Ensure all PP children's emotional needs have been supported through targeted interventions & small group support	Information from attendance records demonstrates that children are attending regularly Enthusiasm for school / learning is enhanced
D.	Children have a greater opportunity of experiences	Improved attendance at school and other events

5. Planned expenditure					
Academic year		2017-2018			
The three headings below enable schools to demonstrate how they are using the Pupil Premium 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?
Teachers have clear data and responsibility for tracking and improving the progress of PP children	Continued development of new pupil tracking system, training for staff and improved data sharing Use of PIRA & PUMA Assessments to give standardised scores Use of STAR Assessments to give measured assessments	Giving teachers opportunities to monitor the progress of their PP children and take action. Use of regular standardised assessments, alongside teacher assessment, will allow teachers to identify trends in learning & make early and specific / targeted interventions.	Regular pupil progress meetings, termly monitoring days and hub council reporting	Head of School and PP Champion	Half termly
Teachers have a greater understanding of mastery teaching and how to engage children	Training & continuing professional development / links with Maths Hub / English Mastery Hub (Aspire)	Evidence shows that this will improve children's engagement and performance.	As above	Head of School, English & Maths Leads, informing PP Champion	Ongoing
All pupils access quality first teaching	Continuing professional development / training for all staff	Quality first teaching is proven to have the most impact on the most disadvantaged children (EEF).	Lesson observations, book scrutinies, pupil progress meetings	Head of School, English & Maths Leads, informing PP Champion	Termly
Total budgeted cost					£5 000

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?
PP children who are not making required progress are identified and the gaps in their learning are re-learned	Deployment of teaching time, TA and HLTA time	Better information from tracking will allow for more impactful intervention. EEF research has proven that purposeful, focused, high quality 1:1 support has a high impact on raising attainment.	Monitoring by Head of School, Aspire monitoring visits and pupil tracking data Sessions overseen by PP Champion	Head of School and PP Champion	Half termly Entry & exit assessments to ensure progress made
All PP children have the same opportunities to experience a wide variety of activities, including outdoor learning, sport, clubs and visits	Track the engagement of PP children in the activity offered by the academy and ensure that there are no barriers to this e.g. cost	To ensure that PP children have the same chances in life, we need to ensure that they have a love of school and learning and that they experience a wide range of activities. This is aimed to finding activities that they can excel at, take pride in and develop a sense of achievement.	Gather data from school clubs, sports coach and class teachers. Follow up any children who are not accessing these opportunities with meetings with the families to see how the academy can help.	Head of School, PP Champion and sports leader	
Total budgeted cost					£17 000

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?
Pupil support group employed to ensure all needs of families are being met	Safeguarding lead, SENDCO and Family Support	Needs identified through academies analysis of complex family needs, shows the need for intervention in all areas to ensure the children are ready to learn.	Weekly welfare meetings, monitoring of academy systems and data tracking	Head of School	Ongoing
Strategies to support PP children are shared and developed on a Trust level	PP Champion has been appointed and is meeting and working with other Aspire PP Champions to develop best practice. This role will also work with the sports lead to increased participation.	Monitoring visits to other academies has highlighted a variety of approaches and examples of best practice. This is a way to share that practice and improve MHAs own interventions. Also links with other Aspire Hub academies will be important.	Weekly welfare meetings, monitoring of academy systems and data tracking. Aspire wide tracking of impact.	PP Champion	Ongoing
Raise aspirations & expectations of children and their families	Regular visits by adults to explore careers Visits from / to Cornwall / Truro Colleges & local employers	Making children (and families) aware of the local opportunities, and of those further away, to build future aspirations.	Children & families benefit from careers talks, visits to other educational settings.	PP Champion	Mid Year
Total budgeted cost					£13 000

6. Review of expenditure			
Previous Academic Year		2016-17 (£29 060 allocated)	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Teachers have clear data and responsibility for tracking and improving the progress of PP children	Development of new pupil tracking system and improved data sharing.	Teachers attending Pupil Progress Meetings able to identify PP children & explore / explain their progress. Less reliance on SLT to provide this information. PP children now identified on planning & specific activities / interventions given.	This will continue as we take on more reliable assessment / tracking forms (FFT / Tracking Grid / Star Assessments). We will also invest in PIRA & PUMA Tests to provide standardised scores in written tests at regular intervals (moving on from Rising Stars – no standardised scores from half-termly assessments).
As above	Regular pupil progress meetings to discuss impact of strategies	As above	As above

ii. Targeted support			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
PP children who are not making required progress are identified and the gaps in their learning are re-taught	Use of HLTA and TAs to run intervention groups	The level of attainment in PP children improved through the use of focused, high quality 1:1 interventions.	This approach will continue this year. Teachers have identified PP children's needs earlier and interventions have commenced in the first half of the autumn term. These interventions will have regular reviews.
All PP children have the same opportunities to experience a wide variety of activities, including outdoor learning, sport, clubs and visits	Track the engagement of PP children in the activity offered by the academy and ensure that there are no barriers to this e.g. cost	To ensure that PP children have the same chances in life, we need to ensure that they have a love of school and learning and that they experience a wide range of activities. This is aimed to finding activities that they can excel at, take pride in and develop a sense of achievement.	All PP children have had the experience of at least one additional activity. They have been exposed to a wider variety of opportunities. This will be developed this year, with the use of the Sports Coach and other external visitors. All teachers are now aware of who their PP children are & ensure that they receive extra consideration when an additional opportunity arises.

iii. Other approaches			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Pupil support group employed to ensure all needs of families are being met	Safeguarding lead, Thrive practitioner, SENDCO and Family Centre	Thrive approach and use of parent support had noticeable impact on all children in MHA. Attendance concerns addressed earlier, emotional impacts on learning addressed, parents using school as an access to early interventions.	Due to staff re-organisation and re-deployment, Thrive practitioner position has been suspended & parent support worker role diminished. The bid for the Family Centre & School Councillor (Trauma Approach) has been submitted as we are very aware of the impact that these roles have on the children and the wider community. MHA has joined Operation Encompass to make sure that school has immediate information about domestic abuse incidents that may have an impact on our children.
Strategies to support PP children are shared and developed on a Trust level	Appoint a PP Champion who will meet and work with other Aspire PP Champions to develop best practice. This role will also work with the Sports Lead to increase participation.	Monitoring visits to other academies has highlighted a variety of approaches and examples of best practice. This is a way to share that practice and improve the academy's own interventions. Also links with other Aspire Hub academies will be important.	PP Champion new in role and is already having an impact in her role. This will continue as she has regular training & development to gather further examples of best practice & develops her role of monitoring the PP children's development. The Sports Lead now has support – the Sports Apprentice from last year has been appointed to a permanent position as the role of sport in developing our children's confidence, love of learning & support in core skills has been realised.