



1. Summary information					
School	Mount Hawke Academy				
Academic Year	2019-20	Total PP budget	£41, 740	Date of most recent PP Review	July 19
Total number of pupils	283	Number of pupils eligible for PP	21	Date for next internal review of this strategy	Oct 20

2. Current attainment			
Provisional Data 2018-2019		Pupils eligible for PP (7/40 in Y6 2019 – 18%)	All Pupils (40 in Y6 in 2019)
% achieving required attainment for Reading, writing and maths KS2		71%	92.5%
% attainment EXS+ in reading		86%	97.5%
% attainment EXS+ in writing		71%	90%
% attainment EXS+ in reading maths		86%	97.5%
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers			
A.	Oral language skills & readiness to write in EYFS / KS1 are lower for pupils eligible for Pupil Premium and initial progress is slower		
B.	Ensure all PP children who have other identified possible barriers to learning (SEN, SEMH, attachment needs), also have in addition to planned interventions, individualised support to ensure they reach their full potential		
C.	High attaining pupils need to continue to maintain and accelerate good progress to ensure more PP children continue to reach GDS		
External barriers			
D.	Rural location with limited broader experiences – high level of learning needs, low aspirations & expectations – extra enrichment activities		
E.	The high level of learning needs & low aspirations & expectations from stakeholders		

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Close the in-school gap between PP and non-PP attainment in all areas of the curriculum, with a particular focus on reading / phonics & writing by implementing additional interventions, including continuing use of adapted NELI support	Gaps reduced from previous year & PP children make accelerated progress Pupils show improved speaking & listening skills in class, reflected in their academic progress
B.	Increase boys' enthusiasm and engagement in learning, especially writing & reading Extend use of storytelling across KS1 and make explicit choices of study themes to engage and interest boys through topic/curriculum review	PP (boys in particular) at GDS, their interest and achievement in writing will improve at every phase and diminish the gap between boys and girls further (below 10% at every stage) 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 - become a Trauma Informed School & apply TIS approach consistently	Parents/carers know how to access both emotional and financial support. Parent opinion will show that staff are approachable and parents feel they are well supported Enthusiasm for school / learning is enhanced Children able to access learning & achieve success through becoming more emotionally stable
D.	Continue to employ full time Sports Coach to focus aspects of physical development & on collaboration, team work and enhanced self-esteem – develop their gross motor skills & regulation / sensory needs - planning opportunities to run, climb, balance, throw, push, pull and swing their arms	Pupils will continue the process of writing earlier and beginning to acquire correct pencil grip and letter formation in the Autumn Term of EYFS. Writing ELG outcomes at the end of EYFS will improve again and the gap between boys and girls will be maintained to less than 10%.
E.	Children have a greater ability to understand their learning and develop metacognition skills to become independent and successful in their learning	More children (PP & not PP) have a greater understanding of how to learn best

5. Planned expenditure					
Academic year		2019-2020			
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 pupil tracking system, training for staff and improved data sharing Use of PIRA & PUMA Assessments to give standardised scores	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	Termly
Teachers have a greater understanding of teaching a wide and challenging vocabulary and how to engage children	Training & continuing professional development / links with English Mastery Hub (Aspire)	Evidence shows that this will improve children’s engagement and performance.	As above	Head of School, English Lead, informing PP Champion	Ongoing
All pupils access quality first teaching – bring in the teaching of metacognition	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, Have Your Say Questionnaires	Head of School, English & Maths Leads, PP Champion	Termly
Total budgeted cost					£20, 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 identified & retaught	Deployment of teaching time, TA and HLTA time	Accurate information from tracking will allow for more effective intervention-immediate feedback & quick catch-up 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 and non PP children are given the skills to help them with their learning	Training for PP Champion and Head of School in metacognition and then this being cascaded to teachers	Have Your Say questionnaire suggests that PP children and children not making expected progress would benefit with the teaching of Metacognition	Training for PP Champion and Head of School Staff Meetings to cascade information to teachers	Head of School, PP Champion and teachers	Termly
PP pupils with additional SEMH needs will feel more secure and able to learn	For staff to use the Trauma Informed Schools approach Training	TIS approaches show that feeling 'safe' and having emotional needs met for pupils with any interruptions in their early development / following a change or trauma is a foundation to being prepared to learn.	Pupil / Teacher / Parent feedback All staff to gauge wellbeing of identified pupils and feedback to relevant staff. Work with Julie Harmieson & other Aspire schools , following TIS audit.	Named staff for specific pupils TIS trained staff	Termly
Total budgeted cost					£15, 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?
Meeting the emotional needs of PP pupils, to effectively support high levels of engagement with learning and a positive impact on outcomes	Whole school targeted TIS intervention. Lunchtime Nurture group / enhanced playtime offer to include low sensory offer to support emotional wellbeing and engagement with learning for identified pupils.	TIS is recognised as an effective tool supporting emotional resilience & as such has been adopted by our MAT for the benefit of our children. Outdoor learning & social/emotional interventions have noted impact on wellbeing & engagement.	Ensure all pupils needing emotional support are identified through whole school screening. Gather feedback from children, parents & staff. Adjust provision accordingly. Staff trained in TIS / whole school TIS Action Plan.	JM / CLB / GM	Mid-Year
Strategies to support PP children are shared and developed on a Trust level	PP Champion has been attending training and is meeting and working with other Aspire PP Champions to develop best practice.	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. EEF training is all about evidence based practice.	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 Enrolled with Primary Futures for 2019-2020	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					£7, 000

6. Review of expenditure			
Previous Academic Year		2018-19 (£44 300 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	Continued development of new pupil tracking system, training for staff and improved data sharing Use of PIRA & PUMA Assessments to give standardised scores	Impact was successful - evident in data – even though PP is statistically insignificant & SEND children who are also PP can influence data. We want to continue & develop these strategies in order to maintain consistency & embed this model of working.	We will continue with small group and rapid intervention. TA allocation to children in vulnerable groups will be continued. Develop use of peers to support these children, acting as role models and mentors. Future focus on maintaining, enhancing and embedding Maths Mastery, whilst continuing to develop Mastery in English approach. Vocabulary is of great importance to enhance progress and children’s ability to learn – develop this further Continue with extra reading sessions for PP children. Continue with extra focus when children are using precision teaching methods to learn key skills in Maths. PP children and those children not making the expected progress would benefit from Metacognition skills
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)	Maths: Overall: EXS+ 97.5% GDS 40% PP: EXS+ 86% GDS 43%	Expectations have risen for all children & teachers are much more confident in delivering Mastery lessons Now begin to use this approach in English as well
All pupils access quality first teaching	Continuing professional development / training for all staff	See data http://www.mounthawke.org/web/eyfs_ks1_ks2_performance_data/315029	EEF Guide to the Pupil Premium: ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.’ Continue to focus on this next year.

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-learned	Deployment of teaching time, TA and HLTA time	Small group, rapid interventions, with trained support staff	Impact was successful - evident in data – even though PP is statistically insignificant & SEND children who are also PP can influence data. We want to continue & develop these strategies in order to maintain consistency & embed this model of working.
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	100% of all Y6, 87% of Y5, 88% of Y4 represented school at sport All KS2 PP children have represented MHA in sport 900+ hours of external sport Y6 had mentor talks All PP children had enriching experiences throughout year	This has been highly successful, with a growing use of outside agencies-Cornwall College, NHS, Armed Forces, RNLI. We are now exploring further ways of developing the role of outside agencies to work closely with lead staff, involving all children. Contact Primary Futures to set up mentoring for 2019-2020. Confidence & self-esteem developed (Pupil Voice) Begin to engage KS1 in representing MHA

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 (TIS) practitioner, SENDCO and Family Centre	<p>Thrive approach and use of parent support had early noticeable impact on all children in MHA. Developed this into commencing TIS approach – staff received & receiving training</p> <p>Attendance concerns addressed earlier, emotional impacts on learning addressed, parents using school as an access to early interventions.</p> <p>Through year - lack of PSA & TIS support due to staff absence / redeployment</p> <p>Other staff have fulfilled these roles when able.</p>	<p>We are very aware of the impact that these roles have on the children and the wider community.</p> <p>Because the role of PSA is unlikely to be replaced, we have looked at alternative ways of meeting the need. We are working towards TIS Award with Aspire. Three members of staff have received TIS accreditation, all staff have had training (3 times this year), so next step is to embed TIS approach throughout the school.</p> <p>Aspire wide Attendance Policy being implemented from September 2019 & EWO appointed.</p> <p>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.</p>
Strategies to support PP children are shared and developed on a Trust level	PP Champion settled in role and is meeting and working with other Aspire PP Champions to develop best practice. This role will also work with the sports lead to	<p>Monitoring visits to other academies have 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.</p> <p>PP Champion & HoS have attended EEF training on Pupil Premium – staff training from this & PP Champion presented work to Hub Councillors.</p>	<p>PP Champion in role and is having a continued 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.</p> <p>The Sports Lead has further developed the role to focus on Fun Fit, Write Dance, positive role modelling, This Girl Can, Sports Crew in regular, timetabled sessions.</p> <p>Next step – develop Born to Move sessions & metacognition – focus on PP children + all others to raise standards for all.</p>

	increased participation.	Strategies to support PP children continue to be effective – see data	
Raise aspirations & expectations of children and their families	Regular visits by adults to explore careers Visits from / to Cornwall / Truro Colleges & local employers	Y6 had mentor talks All PP children had enriching experiences throughout year Beginning earlier discussions about 'what next' for children	This has been highly successful, with a growing use of outside agencies-Cornwall College, NHS, Armed Forces, RNLI. We are now exploring further ways of developing the role of outside agencies to work closely with lead staff, involving all children. Create links with Primary Futures 2019-2020