

Mount Hawke Academy

Pupil Premium Strategy Statement 2021-2022

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	Mount Hawke Academy
Number of pupils in school	291
Proportion (%) of pupil premium eligible pupils	9% (27 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Autumn 2021 – Autumn 2024
Date this statement was published	October 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Catherine Biddick
Pupil premium lead	Jeanine Williams
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,520
Recovery premium funding allocation this academic year	£3,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£41,000

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the consequent challenges faced. Using knowledge of the school, its context and situation, along with research conducted by the EEF, has enabled this strategy to be developed.

EEF research states that, 'The attainment gap is the most stubborn test facing English schools'. The impact of the pandemic also suggests that 'primary-aged pupils have significantly lower achievement in both reading and maths as a likely result of missed learning and in addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils'. Pupil Premium funding provides funding, but also focus, setting the achievement of children from disadvantaged backgrounds as a priority in our system. For disadvantaged pupils at Mount Hawke Academy, the ultimate aim is to ensure their needs are identified and fully met. This includes their social and emotional needs, which in turn will allow pupils to make good progress with their learning. Our current pupil premium strategy works towards achieving this objective as it identifies our priorities for PP pupils. Every member of staff knows who the PP pupils are in each class and closely monitors their progress. The progress of PP children is overseen by our PP lead and Head of School. Timely support, whether it is academic or emotional, is offered by highly trained staff. Our approach is flexible, depending on an individual child's needs. We work hard to establish good relationships with parents and carers to ensure we can offer support when necessary. The key principles are:

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- To recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- To ensure that Pupil Premium funding identifies priority classes, groups or individuals and is used to address disadvantage.

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils through the school and at the end of Key Stage Two
- To ensure that disadvantaged pupils exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and are ready to access the next stage of their education successfully.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment in reading, writing, maths - regular opportunities for reading and making progress in phonics
2	High attaining pupils need to continue to maintain and accelerate good progress to ensure more PP children continue to reach GDS
3	More frequent behavioural support / ready to learn – high levels of emotional need
4	Attendance and punctuality
5	Cultural capital – breadth of experiences & low aspirations and expectations

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
Consistent, sustained and accelerated progress in Phonics, Reading, Writing and Maths	Achieve equal to or above national average for PSC and achieve above national average progress scores in KS2 Reading, Writing and Maths
Additional support for individual children and small groups, to ensure gaps in learning are addressed. Pupils who are double or triple disadvantaged (for example are also SEND and/or vulnerable) are also	Progress is accelerated and the gap between Pupil Premium and non-Pupil Premium is reduced or closed.

monitored and given additional support.	
High attaining pupils need to continue to maintain and accelerate good progress to ensure more PP children continue to reach Greater Depth.	A higher number of Pupil Premium children are reaching Greater Depth, at least by the end of KS2.
Emotional needs have been supported through whole school TIS approach, targeted interventions for individuals and group support, such as Socially Speaking	Boxall Profile scores improved and increased engagement in learning and accelerated academic progress made
Attendance is consistent, regular and sustained	Attendance at or above 96%
Raised aspirations and expectations of all stakeholders.	Families feel well supported and invested in their child's education. Pupils feel a sense of achievement and have future aspirations.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Comprehensive training in new, validated phonics scheme - ensure that the new Little Wandle Letters and Sounds Phonics scheme is introduced with fidelity, monitored closely and pupils making below expected progress are identified in target setting meetings. Purchasing of new reading books for children after phonics.	EEF – phonics has high impact for very low cost, based on very extensive evidence - +5 months Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.	1, 2
All pupils have access to quality first teaching. Regular CPD for all staff.	Large body of research evidence that quality first teaching has a major impact on pupils' progress and has the most impact on the most disadvantaged pupils, including from EEF.	1, 2, 5
Upskill support staff with appropriate approaches and pedagogy to teaching interventions.	EEF - research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.	1, 2
Upskill staff in developing metacognition strategies in children.	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. The EEF states that 'The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).	1, 2, 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
Ensure use of language and communication support (early intervention, phonics) is sustained through the year, with focus on developing vocabulary, and progress is accelerated.	EEF, OfSTED and Sir John Dunmore have all identified this as a high impact low cost strategy. EEF noted that those starting school recently needed more support with communication and language development because of Lockdowns.	1, 2
Mastering Number	This project from NCETM aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.	1, 2
Offer additional small group support for eligible pupils in Year 6 to become 'secondary ready'	EEF - Transition is especially important for pupils with SEND and those from disadvantaged backgrounds. The research is clear that these groups are most at-risk of a decline in educational outcomes following the transition to secondary school.	1, 2, 5
Identify pupils who may require more targeted, high quality, purposeful and focussed support, including with our Sports Coach.	EEF's evidence is that high quality one to one support that is purposeful and focused has a high impact on raising attainment. EEF analysis of PUMA results comparing Autumn 2019 and 2020 indicates that pupils from socio-economically deprived backgrounds have fallen further behind since the onset of the pandemic.	1, 2, 5

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue as a school to use the TIS approach to meet the emotional needs of children. Support high levels of engagement with learning and positive outcomes. Provide tailored nurture groups to support emotional wellbeing and develop social and interaction skills.	TISUK's training is highlighted in the DfE Advice to Schools: Mental Health and Behaviour in Schools DfE-00327-2018 as supporting and promoting positive mental health.	3
Regular identification of pupils whose attendance is falling below 96%. Tailored support provided for families with low attendance, working with the Trust's Attendance Team & key members of staff and external agencies.	EEF - You can spend your pupil premium on non-academic interventions, such as improving pupils' attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19. EEF are publishing guidance in February to answer the main question: Do interventions that aim to increase pupil school attendance affect attendance behaviours of school-aged pupils?	4
To enhance pupils' cultural capital by providing a breadth of experiences - ensure the curriculum is balanced and carefully sequenced and allows opportunities for cultural development. Primary Futures work with children to develop aspirations.	EEF - evidences the positive impact on well-being on outdoor and enrichment activities.	5

Total budgeted cost: £45,000

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.

In 2020-1, Pupil Premium children received opportunities for enhanced learning opportunities, including additional whole class, small group or individual support to maximise learning opportunities. Pupil Premium children were encouraged to attend school through Lockdown, and those who did were given additional support from staff where necessary. Those who did not attend school were provided with Chromebooks where need was identified, were regularly contacted and had tailored work and support where identified. These children were given additional opportunities through an enhanced programme of sporting through Cornwall School Games.

Subject	Reading		Writing		Maths	
Term	Pupil Premium	Not Pupil Premium	Pupil Premium	Not Pupil Premium	Pupil Premium	Not Pupil Premium
Autumn	71.9%	79.8%	65.7%	69.9%	65.6%	76.7%
Summer	66.7%	78.2%	63.6%	69.1%	69.7%	77.3%

Through 2020-2021, comparative data shows that the % of Pupil Premium children at least at Expected Standard increased in Maths through the year, but decreased for Reading and Writing. These will be a focus for 2021-2022. It also shows that Pupil Premium children are not performing as well as their non-Pupil Premium classmates.

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

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?	This was spent on Little Troopers activities and the support staff to facilitate this, extra-curricular activities, a named person as contact. (The SPP is there for schools to provide mainly pastoral support for service children.)
What was the impact of that spending on service pupil premium eligible pupils?	All children achieved at least EXS in reading, writing and maths. Attendance just below 100% for the academic year.

Further information (optional)

We currently have the Silver Charter Mark for Pupil Premium from our internal MAT audit / accreditation, which has been revalidated and are working towards Gold.