

Pupil & Recovery Premium Strategy Statement

Metric	Data
School name	Mullion School
Pupils in school	153
Proportion of disadvantaged pupils	17%
Pupil premium allocation this academic year	£34,970
Academic year or years covered by statement	2021-2022 2022-2023
Publish date	12 December 2021
Review date	July 2022
Statement authorised by	Duncan Ratcliffe
Pupil premium lead	B Johns
Governor lead	Kate Wilson

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	+5.5 Teacher assessments
Writing	+2.5 Teacher assessments
Maths	+3 Teacher assessments

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	80% Teacher assessments
Achieving high standard at KS2	60% Teacher assessments
Measure	Activity
To ensure reading to the expected standard	All staff to receive Read, Write, Inc paid for phonic training to deliver programme Reading write Inc resources purchased Fluency project
To ensure maths to the expected standard	Embed Teaching for Mastery across all year groups
Barriers to learning these priorities address	Ensuring same day intervention for children in reading and maths
Projected spending	£ 12,720

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve Positive progress scores in KS2 Reading	July 2022
Progress in Writing	Achieve positive progress scores in KS2 Writing	July 2022
Progress in Mathematics	Achieve positive progress scores in KS2 Mathematics	July 2022
Phonics	Achieve national average expected standard in PSC	July 2022
Pupil wellbeing	To provide high quality internal and external counselling to the emotionally challenged disadvantaged pupils	July 2022

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Improve quality first teaching	Intervention & monitoring from Maths Coordinator
Same day intervention for phonics	Children identified for extra practise and or 1 to 1 tuition daily to consolidate sounds in Read, Write, Inc.
Same day intervention for maths	To ensure that identified children who have not achieved in line with expectations are given highly focused intervention.
In class support	Support pupils individual needs in spelling, phonics, writing and numeracy
Barriers to learning these priorities address	School will fund the shortfall in the staffing from the main budget as required
Projected spending	£ 10,280

Wider strategies for current academic year

Measure	Activity
School to develop the wider entitlement curriculum	Develop the curriculum intent to support the deficit for disadvantaged pupils in accessing wider experiences of learning. Part support pupils' costs for wider curriculum activities. 50% of costs for residential trips met by school budget. Swimming, sailing, non residential trips supported by budget,

Emotional Literacy Support	Enable children to access emotional literacy support when they are emotionally challenged. TA to be allocated full time to pastoral care TA support for play times , play equipment
Barriers to learning these priorities address	Increase the skills of TAs in emotional support / counselling to address the growing number of children requiring emotional support. SENDCO release time , TA training budget
Service families	Set up a pupil group to support pupils . Termly meetings Release time for TA
Projected spending	£20, 280

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring time for professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Same Day intervention in maths	Change to timings of morning break Extra TA support

Review: last year's aims and outcomes

Aim	Outcome expected progress= 6.0			
Progress of disadvantaged in Reading, writing and maths.		reading	writing	maths
	All	7.7	7.7	6.5
	All KS2	8.6	8.6	7.5
	All KS1	6.0	6.0	4.7
	Y6	14.0	14.0	14.0
	Y5	7.8	7.8	6.0
	Y4	na		
	Y3	5.0	5.0	7.0
	Y2	6.2	6.2	4.6
	Y1	5.0	5.0	5.0

Raise average scaled score for disadvantage in the core areas.	NA due to COVID
Raise percentage of disadvantaged children achieving the expected standard in writing.	NA due to COVID
Raise the percentage of disadvantage children passing the phonics screening test.	100%