

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Mullion Primary
Proportion (%) of pupil premium eligible pupils	= Disadvantage = Forces
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025
Date this statement was published	
Date on which it will be reviewed	September 2024
Statement authorised by	R Chirgwin (HT) R Pascoe (CoG)
Pupil premium lead	R Chirgwin
Governor / Trustee lead	R Pascoe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39, 285
Recovery premium funding allocation this academic year	£3, 915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£43, 200

Part A: Pupil premium strategy plan: Statement of intent

At Mullion Primary School, we know our school community very well and have carefully analysed barriers to learning. When creating our Pupil Premium Strategy, we have based our spending priorities on high quality research to ensure our strategies are effective.

In line with our school vision, we are committed to nurturing our learners to reach their full potential and we believe that our teaching and learning opportunities meet the needs of all pupils at Mullion Primary School. We also ensure that appropriate provision is made for pupils who belong to vulnerable groups, making sure that the needs of such pupils are adequately assessed and addressed.

All our work through Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning that these pupils achieve similar outcomes to their peers and the difference between Pupil Premium and non-Pupil Premium pupils is diminished. We have combined additional COVID Recovery funds, together with Pupil Premium funding to enhance the maximum impact of the funding streams.

Our Ultimate objectives are to:

- Have an individualised approach to addressing barriers to learning at an early stage through early intervention, including identifying gaps in prior learning and post COVID.
- Focus on high quality teaching and effective deployment of staff to support disadvantaged children enabling them to achieve or exceed expected levels of progress.
- Make decisions based on detailed data analysis and responding to evidence.

At Mullion Primary School, all teachers strive to achieve the very best outcomes for every child through quality first class teaching, facilitating effective learning experiences where each individual makes at least expected progress in reading, writing and maths.

Our Pupil Premium Strategy will achieve our ultimate objectives through:

- Identifying gaps in learning.
- Supporting Emotional Wellbeing through a Trauma Informed approach
- Promoting positive behaviour using the whole school policy.
- Providing positive learning environments and first hand experiences.
- Providing 1:1 teaching.
- Providing small group learning.
- Providing additional learning experiences (subsidised where necessary) provided by external agencies.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in Reading, Writing and Maths.
2	Speech, language and communication.
3	Social, emotional and mental health and wellbeing.
4	Access to wider opportunities.
5	Attendance.

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
<i>Reading/Writing/Maths</i>	Achieve outcomes in line with or above National Average by the end of KS2; positive progress.
Phonics/Early reading	Attainment in line with or above National early years reading outcomes. 100% Phonic pass end of Year 1
Curriculum enhancing school/class trips/experiences	Participation and engagement in wider curriculum opportunities.
Attendance	In line with or above National average – 96%

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: Costs stated below

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and/or small groups depending on area of learning.	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (EEF +3)	1,2,3
Subject leaders given non-contact leadership time to develop their curriculum area in order to provide high quality learning opportunities school wide.	Mastery learning works through designing units of work so that each task has a clear learning outcome, which pupils must master prior to moving on to the next task. (EEF +5)	1,2,3,4
Play leader for 2 times a week to structure playtime activities.	There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. (EEF +1)	2,3,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group/one to one teaching of individualised learning targets using Number Sense.	The teacher focuses exclusively on the needs of the learner and provides teaching that is closely matched to each pupils understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils, spend more time on new or unfamiliar, overcome barriers to learning and increase their	1

	<p>progress through the curriculum. (EEF +5)</p> <p>Timetabled session provide continuity and progression whilst avoiding detrimental disruption to key class learning opportunities.</p>	
<p><i>Pupil Premium children in Y3-Y6 complete AR quizzes. This is monitored regularly and assessed.</i></p>	<p>There are some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills. (EEF +6)</p> <p>Children have their own iPads and can self-initiate this activity. Supporting our PP children is necessary to ensure the correct book level is chosen and quizzed. This can be done by all members of staff.</p>	1
<p><i>Small phonics groups</i></p>	<p>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. (EEF +5)</p> <p>Gaps have been identified and our phonics programme is being delivered/revisited with a small group of children with highly trained staff</p>	1,2
<p><i>1:1 and small group sessions focused on social and emotional wellbeing.</i></p>	<p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional need. (EEF +4)</p> <p>Dues to the stop/start nature of school and ongoing impact from the pandemic and experiences in and around COVID some of our Pupil Premium children need more structured emotional support. This will be delivered universally, but where identified necessary by pastoral lead and THRIVE practitioner.</p>	3
<p><i>Explicitly teach reading comprehension strategies in small groups.</i></p>	<p>Reading comprehension strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these</p>	1,2,3

	<p>approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. (EEF +6)</p> <p>As our whole school development is focused on raising standards in reading, we will develop and monitor through high quality teaching, our children's reading, reading comprehension skills and love reading. This will be delivered through whole class book studies, small group interventions and engagement in a Trust-wide fluency and comprehension project..</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured playtimes	<p>Physical activities has important benefits in terms of health, wellbeing and physical development. (EEF +1)</p> <p>Play leaders facilitate grouped playtime activities teaching and nurturing social interactions, physical activity and teamwork, helping to reduce negative behaviours during playtimes. This is delivered on Wednesdays and Thursdays.</p>	1,3
Subsidised visits/activities	Enrichment activities offer children a context for learning and a stimulus to trigger their interest and motivation.	2,3,4
Music Tuition	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. (EEF +3)</p> <p>Engagement with music tutors: guitar, drums, keyboard taught by our peripatetic teachers.</p>	3,4

<p>PAFC and after school clubs promote positive self-image and resilience.</p>	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. (EEF +1)</p> <p>Promote positive self-image and resilience. Delivered by teachers, TAs and external experts who all have in-depth knowledge of our school community.</p>	<p>3,4</p>
<p>Promoting positive learning behaviour school wide.</p>	<p>Explicit teaching or metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. (EEF +7)</p> <p>Mullion Primary's behaviour policy is followed consistently throughout school reducing the incidents of negative behaviours whilst giving autonomy and building resilience and self-esteem.</p>	<p>1,3,4</p>
<p>Trauma Informed/THRIVE School</p>	<p>Our children have experienced a range of trauma from abuse, domestic violence, alcohol or drug abuse, a family member in prison, death of a family member, or divorce. Research shows that being supported with self-regulation can have a significant impact based on learning. It also shows that social and emotional learning has a moderate impact.</p>	<p>3, 5</p>

Cost: £ 8 000

Total budgeted cost: £ 43 000

Part B: Review of outcomes in the previous academic year