

Pupil premium strategy statement – Mount C of E Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Mount C of E Primary School
Proportion (%) of pupil premium eligible pupils	46% (49/189) 46% Statutory School Age PP
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	Nov 2023
Date on which it will be reviewed	Oct 2024
Statement authorised by	Christine Turner
Pupil premium lead	Jenny Grant
Governor / Trustee lead	Brian Little

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,940
Recovery premium funding allocation this academic year	£9,425
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£108,365

Part A: Pupil premium strategy plan

Statement of intent

At Mount C of E we are proud of our inclusive ethos which celebrates differences and recognises individuality. As our children grow into young adults, too many of those from low-income backgrounds face a future of unemployment, low wages and poor life chances. These divisions have only been exacerbated by the Covid 19 pandemic and the urgency to act early to close the gaps has never been greater.

Our mission is develop the whole child, providing them with the tools to recognise their ability to reach their full potential, within an atmosphere of Christian love which encourages respect for others and a positive attitude to the world around.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas, with a particular focus on core English and Maths skills. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal. In doing this, we will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who are young carers.

Quality First Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Quantitative research has identified that Quality First Teaching has the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside the progress of their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been most significantly affected during the disruptions to schooling of the COVID-19 pandemic.

Our approach will be responsive to both common challenges and individual needs, rooted in robust diagnostic assessment (both formative and summative), not assumptions made about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will

- Prioritise English and Maths skills so that children have the necessary vocabulary, listening and communication skills, to be able to play a full and active role in society.
- Provide opportunities for enhancing physical and emotional health and wellbeing, to improve long-term health, reduce health inequalities, increase social inclusion and raise achievement for all.
- ensure disadvantaged pupils are appropriately challenged in the work that they are set;
- act early to intervene at the point need is identified through early SEND intervention (Educational Need), through the Early Help team (Social Need) and/or in EYFS unit;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils and staff indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils when entering EYFS and in KS1.
2	Pupils who are eligible for Pupil Premium face multiple barriers and vulnerabilities that lead to low levels of Literacy. This is evident from Reception through to KS2.
3	Pupils who are eligible for Pupil Premium have weaker fluency skills within Mathematics, that lead to low levels of Mathematics.
4	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than the national expectation of 96% and there is a higher percentage of lateness within children eligible for Pupil Premium funding. 43% of disadvantaged pupils have unauthorised absences compared to 32% of their peers during that same period and 29% of pupils eligible for Pupil Premium Funding have been recorded as 'persistently absent'. 3% of pupils eligible for Pupil Premium Funding are recorded as having unauthorised lateness compared to 0.8% of their peers during that same period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and attainment.
5	Pupils eligible for PPG exhibit low level disruptive behaviours. This is negatively impacting disadvantaged pupils' progress and attainment.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading/writing attainment among disadvantaged pupils at the end of KS1 and KS2.	KS1 & 2 reading/writing outcomes in 2023/24 show that 59% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2.	KS1 & 2 maths outcomes in 2023/24 show that 59% of disadvantaged pupils met the expected standard
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: - the overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 20%. - the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 5pp lower than their peers.

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: £45,462

Activity	Evidence that supports this approach	Challenge number(s) addressed
➤ CPD: Communication and Interaction Training for EYFS Lead, to develop oral language skills and vocabulary	EEF EY Toolkit- Communication and language approaches: + 7 months	1
➤ Planned Partnerships with Trust consultants (J. Redfern) made to improve provision and learning outcomes for pupils linked to developing oral language skills, Literacy skills and vocabulary. ➤ CPD such as Drawing Club and Scribble Club purchased for EYFS to implement into the Literacy teaching	EEF EY Toolkit- Communication and language approaches: + 7 months EEF EY Toolkit- Early literacy approaches: + 4 months DfE- The Reading Framework	1, 2
➤ Ensure all pupils entitled to PP learn to read, with a strong focus on systematic phonics, through quality first teaching of reading and the use of evidence-based interventions.	EEF Teaching and Learning Toolkit – Phonics: + 5 months EEF EY Toolkit- Early literacy approaches: + 4 months	1, 2
➤ Cognition and Learning groups, during English and Maths lessons using HLTAs to support rapid progress of pupils across KS1/2	EEF Teaching and Learning Toolkit- Small group tuition: +4 months	1,2,3
➤ Purchase of Literacy Shed to implement VIPERS Reading Comprehension strategies across KS1/KS2	EEF Teaching and Learning Toolkit -Reading Comprehension Strategies (+ 6 months)	2
➤ Implementing Homework within cycle of weekly teaching to improve English and Maths outcomes	EEF Teaching and Learning Toolkit - Homework (+ 5 months)	1, 2, 3

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

Budgeted cost: £36,553

Activity	Evidence that supports this approach	Challenge number(s) addressed
➤ Implement and evaluate the impact of phonics interventions (Fresh Start; RWInc Program) interventions for pupils entitled to PP.	EEF Toolkit- TA Intervention (+ 4 months)	1, 2
➤ HLTAs within each Key Stage (1 x 1/2; 1 x 3/4; 1 x 5/6) to implement intervention timetable, linked to individual needs	EEF Teaching and Learning Toolkit- Small group tuition: +4 months EEF Teaching and Learning Toolkit- Small group tuition: +4 months	1,2,3
➤ TTRS intervention, focusing on rapid improvement in Times tables knowledge through work with TAs and peers.	EEF Teaching and Learning Toolkit- Peer Tutoring: +5 months EEF Teaching and Learning Toolkit- Small group tuition: +4 months	1, 2, 3

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

Budgeted cost: £40,171

Activity	Evidence that supports this approach	Challenge number(s) addressed
➤ Appointment of Attendance Officer to target persistent absence and lateness in key pupils. ➤ Attendance Officer to take part in ATTEND training.	Achievement for All- Evaluation Reports	4
➤ Appointment of Behaviour Support in morning provision to identify strategies and use intervention to improve low level disruptions	EEF Teaching and Learning Toolkit- Behaviour Interventions: +4 months	5
➤ Implementing Nurture room support to improve mental health and wellbeing; build children's vocabulary so that they can express themselves and their needs.	EEF Teaching and Learning Toolkit- Arts Participation: +3 months EEF Teaching and Learning Toolkit- Social and Emotional Learning: +4 months	5
➤ Implementing Forest Schools into KS2 timetabled provision to improve mental health and wellbeing; build children's vocabulary so that they can express themselves and their needs.	EEF Teaching and Learning Toolkit- Arts Participation: +3 months EEF Teaching and Learning Toolkit- Social and Emotional Learning: +4 months	5

Total budgeted cost: £122,186

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023

Teaching

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using Key stage 1 and 2 performance data, phonics check results and comparison with the national average.

Key Stage One

In Key Stage One, 30% (68%) of pupils in receipt of Pupil Premium funding attained the expected standard in Reading, 40% (60%) in Writing and 40% (70%) in Mathematics. 30% of pupils in receipt of Pupil Premium funding achieved the expected standard in R, W, M, which is an increase from 10% in 2022.

Phonics Screening Check?

Key Stage Two:

In Key Stage Two, 56% (73%) of pupils in receipt of Pupil Premium funding attained the expected standard in Reading, 33% (71%) in Writing, 33% (72%) in GPS and 22% (73%) in Mathematics. 22% (59%) of pupils achieved the expected standard in R,W,M.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2022/23 was below the national average, yet above the overall percentage of children achieving the expected standard. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

In review of the previous plan, significant changes have been implemented to the overall structure of the school, teaching practices, as well as significant alterations to the provision of nurture and behaviour support, which we believe will allow substantial impact to take place within the current school year.

Targeted academic support

In review of the previous plan, the use of TA's has been adapted to give greater focus on interventions, rather than class-based TA's.

A review of interventions and an intervention record, with an emphasis on impact, will be implemented to ensure they are used to greatest effect.

Wider Strategies

In review of the previous plan, a greater record of behaviour incidents and Pupil Premium take up of school trips will be logged.

A method of reviewing impact of ELSA strategies will be implemented and links will be made with parents within the school.

As we move into a new Pupil Premium Strategy, it is evident that whilst some impact has been made, there are still significant improvements required and these areas have been addressed within the current Pupil Premium Strategy.