



Pupil Premium Strategy Statement 2021-2024

(including 2022-23 Spending & 2021-22 Impact)

Mount Pleasant Primary School

MPPS Pupil Premium Strategy Statement

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 Pleasant Primary School |
| Number of pupils in school | 596 |
| Proportion (%) of pupil premium eligible pupils | 31.1% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2021-2024 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | MPPS Governing Body |
| Pupil premium lead | N Nazir |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £256,225 |
| Recovery premium funding allocation this academic year | £26,533 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

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 subsequent challenges faced, alongside research conducted by the EEF.

Common barriers to learning for disadvantaged children can be, less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Key Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, and that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that this is not limited to only pupils in receipt of free school meals. 90% of our families are in the 10% worst IMD banding; therefore, our funding will reflect all socially disadvantaged families.

Ultimate Objectives

- Narrow the attainment gap between pupil premium and their school peer, as well as other pupils nationally.
- For all pupil premium pupils in school to exceed nationally expected progress rates in order to reach age related expectations at the end of Year 6 and thus achieve GCSEs in English and Maths.
- Raise the in-school attainment of both pupil premium pupils and their peers so that it is in line and above national averages, including at greater depth.
- Access a broad and balanced curriculum with high levels of cultural capital.
- Pupil premium pupils are able to manage their own SEMH needs,
- Pupil premium families are able to support their children and aspirations are raised for everyone, thus breaking the cycle of disadvantage.
- Attend school regularly.

Achieving these objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- High aspirations for all.
- A high-quality curriculum which ensures children are provided with basic literacy and numeracy skills, as well as a broad balanced curriculum, which challenges children to achieve their very best in all subjects.
- High quality teaching for all – continued professional development for all staff
- Ensuring more able pupil premium children continue to make progress and meet their end of year targets.
- Using data effectively - identifying gaps and checking if anyone is making slow progress and providing solutions.
- Using interventions which have worked for the school, and through regular monitoring and reviews continue to identify successful interventions.
- All support staff involved in weekly planning- this provides regular professional development, and everyone is homed into the planning and data for groups of children.
- Early intervention – pre-nursery groups, home visits, access to external agencies.
- Reduced costs for visits, book bags and study guides so that all pupils can have full access and be fully equipped for learning.
- Free breakfast for all pupil premium and other socially disadvantaged families, so that no child starts school hungry, and thus are ready to learn.
- Lowest 20% of children have daily 1-1 reading to ensure they are able to decode and are able to comprehend.
- Offer after school clubs so that children are able to experience wider activities, thus enhancing their experiences.
- To ensure every child is able to play a musical instrument.
- All staff trained in providing a safe and nurturing learning environment and ensuring effective SEMH strategies are in place.
- ELSA sessions for any pupil needing additional SEMH support.
- A focus on children's mental well-being, so that all children are able to better manage their emotions.
- Continue to develop the school grounds so that ALL pupils have access to exceptional facilities, such as gardening, climbing frames, holodeck room.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Communication and language skills are low on entry to Nursery and School, impacting negatively on both academic as well as other areas of learning. This is evident through our baselining of EYFS children. |
| 2 | Significantly low attainment on entry to Nursery with 0% at age related expectations. |
| 3 | Parenting confidence, skills and limited support at home. This is particularly, for non-English speaking families, alongside a limited range of experiential learning impacting upon children's skills, in particular Reading and Writing. |
| 4 | Internal assessments, observations indicate that attainment in all subjects amongst the most disadvantaged pupils is below that of non-disadvantaged pupils |
| 5 | High levels of need relating to a range of social, emotional and educational factors. Pupils are displaying poor self-esteem and this is impacting on their ability to engage with their learning. Pupils are not consistently able to self-regulate and manage their own emotions. |
| 6 | Attendance and punctuality issues – there is a gap between children with pupil premium and others, resulting in missed learning. |

Intended outcomes (2021-24)

This explains the outcomes we are aiming for **by the end of our current 3-year strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|------------------|---|
| Progress | Children will make above average progress by at least 1+ in all core subjects in KS2. |
| Attainment | The gap will narrow so that attainment is in line with all pupils and at least in line with national averages. |
| Phonics | Achieve above national average expected standard in Phonics Screening Check- gap to other pupils narrows. |
| SEMH | Pupils are supported through whole school approach, emotion coaching and ELSA to ensure good support for children to better manage their emotions. Exit data for targeted groups of children demonstrates clear impact. |

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| Enrichment | The school offers a wide range of visits, trips, visitors, clubs for all children to enrich the curriculum and promote cultural capital. Every child learns to play a musical instrument. Enrichment spreadsheet indicates high proportion of children with pupil premium take part. |
| Parental engagement | Parental engagement is high in the school, with classes, workshops to support parents with any home learning and expectations in school. Parents report they are more confident in supporting their child at home. |
| Other | Ensure attendance of disadvantaged pupils is 96% and in line with others. Persistent Absence is in line with national at 11%. |

Intended outcomes (for 2022-23)

| Intended outcome | Success criteria |
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| Phonics attainment | Attainment for pupil premium children in phonics is in line with their peers. |
| Accelerated progress in all core subjects. | Gap continues to narrow for pupil premium children working just below age related expectations in Reading, Writing and Maths, across the school, so they are working at ARE. |
| Attendance | Attendance for pupil premium children is in line with their peers. |

Activity in this academic year (2022-23)

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: £28,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Staff CPD at different levels | <p>EEF Pupil Premium Report Spending on improving teaching.</p> <p>A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p> | 1,2,3 |
| <p>Ensure excellent first quality teaching, to ensure fidelity to the programme. (Little Wandle)</p> <p>Monitoring to ensure rigour and fidelity to the programme.</p> | <p>Sutton Trust – research suggests that good teachers have the most direct impact on student outcome, therefore train and support high qualified teachers.</p> <p>Research for the OFSTED Framework highlights the point that if pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life.</p> <p>Education Endowment Foundation – Phonics + 4 months Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p> <p>Research evidences fidelity and rigour to one programme leads to consistency and positive outcomes.</p> | 1,2,3 |
| New staff are trained in NELI and existing staff are provided with continuing and refreshed training. | <p>Education Endowment Foundation – Oral language interventions +5 /6 months.</p> <p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension.</p> <p>On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> | 1,2,3 |

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| | The EEF states that there is a wealth of evidence to show that early intervention has great potential to narrow the gap. | |
| Staff CPD on memory retention through using Rosenshines principles and low stake testing, so children learn more and remember more. CPD on curriculum and accurate assessments for all subjects. £7,000 | Rosenhine's Principle Swellers cognitive load theory Ofsted 2022 - The curriculum is ambitious and designed to give pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life is planned and sequenced so that the end points that it is building towards are clear and that pupils develop the knowledge and skills, building on what has been taught before. The school does not offer disadvantaged pupils or pupils with SEND an ungraded curriculum EEF - Awarding grades for every piece of work may reduce the impact of marking, particularly if pupils become preoccupied with grades at the expense of a consideration of teachers' formative comment | 1,2,3 |
| Teachers to identify areas for further development, appraisals with DHT using a coaching model to further improve practice x1 day weekly plus cover to release teachers, This includes marking and feedback. £20,000 | Sutton Trust – research suggests that good teachers have the most direct impact on student outcomes, therefore train and support high qualified teachers. EEF - Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer. | 1,2,3 |
| Support staff cpd and focused interventions | EEF Pupil Premium Report | 1,2,3 |

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

Budgeted cost: £201,470

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Continue to purchase Little Wandle programme, including resources and books £5000 | Missed learning has led to wider gaps which need to be addressed. Research for the OFSTED Framework highlights the point that if pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life. | 1,2,3 |
| X2 phonic session daily in Year 1 | | |
| ETAs to deliver daily phonics keep up sessions | Education Endowment Foundation – Phonics + 4 months Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Staff training in identifying gaps immediately and using keep up sessions to address the gaps. | 1,2,3 |
| Ensure there are class provision maps, detailing targeted interventions and support, as well as keep up sessions, X1 ETA per class across the school, half a day. X2 HLTAs x0.5 days each £191,000 | Clarity of what interventions and who they are delivered to for all children has supported teachers and leaders in having a good oversight into this. Ofsted research shows the importance of long-term memory. Sweller's Research – practice makes permanent, so that learning can stick. One to one tuition and small group work are outlined by the NFER, Ofsted and the Sutton Trust as being effective strategies to use. No specific package, intervention or scheme was mentioned. We aim to ensure our teaching is tailored to the children and so we will look at specific targeted interventions rather than any one product. | 1,2,3 |
| Purchase Times Table Rockstars £290 | Discussion with children and family indicate this is a positive resource where children are able to challenge themselves and take pride in having their name on the TTRS display. | 1,2,3 |
| Purchase spag.dot £180 | Evidence from previous years indicates this is a successful intervention for our children. | 1,2,3 |

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| Update Library books £5000 | Library books purchased to ensure depth and breadth of stories and poems pertinent for each year group, covering familiar writers, themes, diversity, as well as children's requests. Lack of effective story time at home, a daily story time at school provides children with good quality books and developing a love for reading. | 1,2,3,4,5 |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £47,374

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------------|--|-------------------------------|
| Staggered breaks and lunch times. | Discussions with staff and pupils and monitoring indicates that this has led to much calmer lunch times with staff able to provide more nurture and effective play. Feedback from children indicates that the coach challenges | 1,2,3,4,5 |
| Attendance officer £19,500 | Attendance for pupil premium is lower than their peers. The officer will monitor attendance figures, contact parents, have meetings and make home visits. Similar activities for punctuality concerns. The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4. Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10- 15% of all sessions OFSTED Research and Analysis - Securing Good Attendance and Tackling Persistent Absence (February 2022) | 5 |
| ELSA £5000 | 'On average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.' (Teaching and Learning toolkit) | 1,2,3,4,5 |

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| | Dedicated teaching assistants to lead on ELSA sessions for any child in need of an intervention | |
| Breakfast Club Activity workers x4 £11,000 | There is significant research into the importance of a healthy breakfast in relation to cognitive development. Daily breakfast (food provided by Huddersfield Town), provided for all pupil premium and other children in need of this club, so that no child starts the day hungry for food, and that they are in school on time. | 1,2,3,4,5 |
| Visits £6000 | To ensure all pupil premium children are able to afford the wider experiences, the school will fund half of the costs towards this. Discussion with families indicates that this has been instrumental in enabling them to pay for these visits. | 1,2,3,4,5 |
| Musical instruments £4,874 | Pupil voice indicates a real love and appreciation for being able to play a musical instrument. All children in Year 2 play chime bars and every child in KS2 learns to play the violin, with children in Y3,4,5 having one term each year. Every child has the right to learn a musical instrument. | 1,2,3,4,5 |
| Emotion Coaching | Whole school strategy to promote whole school approach. Research: Gottman et al (1996) – Emotion Coached children are better able to: control their impulses; delay gratification; self soothe when upset; pay attention. As a result, Emotion Coached children achieve more academically in school; are more popular; have fewer behavioural problems; have fewer infectious illnesses; are more emotionally stable; are more resilient. | |
| Pre-Nursery sessions X2Nursery Nurses x18 sessions over the year £1000 | Half a day sessions for pre-nursery children so that they become familiar with school and routines. Early identification key. | |
| EYFS parent workshops X12 sessions over the year | Workshops to promote love of reading through shared books with families and children. Workshop on phonics, early maths EEF - Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. | |

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| | Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular. | |
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Total budgeted cost: £275,844

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 2021 to 2022 academic year.

The school has seen significant impact in pupil outcomes due to pupil premium funding.

Entry data into Nursery and School identifies children working at approximately 4% at age related expectations. Leaders tailor the school's curriculum to meet the children's needs and through DfE approved programmes such as NELI, as well as other interventions, children start to significantly reduce the gap and achieve 56% GLD by the time they leave Reception. The gap to national has reduced by 24% from 2018-19 data. The gap for children with pupil premium achieving GLD has also narrowed significantly at 40% (national 49.6%).

As the children continue their learning journey the aspirational and ambitious school curriculum enables children to catch up even further with 80% passing the phonics screening (national 76%). 86% of children with pupil premium pass the phonics screening. Further in Key Stage 1, gaps to national especially on Reading and Writing close.

Key Stage 2 Data

The school's KS2 curriculum builds upon children's knowledge and skills cumulatively and substantially as despite only 4% at age related expectations upon entry, 67% now achieve the combined standard, with children exceeding national in all subjects at the expected level, and higher than national for Reading and Maths for Greater Depth.

Children with pupil premium at KS2 perform exceptionally well and are in line with all children nationally. In maths they achieve higher than national by 7% and higher for the combined measure both in expected and greater depth.

Children with pupil premium made above national expected progress in all subjects. In Reading and Writing their progress score is higher than all other pupils. In all subjects the school was in the top 25% of schools for the progress measure.

The school strategically uses its funding to ensure children with pupil premium have a successful education at Mount Pleasant and thus are fully prepared for the next stage in their learning.

| KS2 2022 | All | National | Pupil Premium | National PP |
|------------------|------|----------|---------------|-------------|
| Reading Expected | 76% | 74% | 73% | 62% |
| Reading GD | 30% | 28% | 26% | 17% |
| Reading Progress | +2 | 0 | +2.3 | -0.8 |
| Writing Expected | 77% | 69% | 69% | 56% |
| Writing GD | 11% | 13% | 9% | 6.1 |
| Writing progress | +2.0 | 0 | +2.9 | -0.8 |

| | | | | |
|-------------------------|------|-----|-----|------|
| Maths Expected | 79% | 71% | 78% | 57% |
| Maths GD | 26% | 23% | 21% | 11.7 |
| Maths Progress | +3.6 | 0 | +3 | -1.1 |
| R, W, M Expected | 67% | 59% | 60% | 43% |
| R,W,M GD | 8% | 5% | 6% | 2.8 |

Attendance - Children with pupil premium are 1% lower than their peers. Work on improving attendance will continue.

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 |
|-----------------------------------|-----------------------|
| Literacy pathways | Literacy Pathways |
| Data analysis | Insight |
| Multiplication online application | Times Table Rockstars |
| Spelling, grammar and punctuation | Spag.com |