



Pupil Premium Strategy Statement 2021-2024

(including intended outcomes for 2023-24
and Impact of 2022-23 Spending)

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	September 2023
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	£285,180
Recovery premium funding allocation this academic year	
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

- Teaching and learning opportunities meet the needs of all the pupils.
- 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 peers, as well as other pupils nationally.
- For all pupils in receipt of pupil premium school to exceed nationally expected progress rates in order to reach age related expectations at the end of Year 6 and thus achieve good GCSE grades 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.
- Pupils have effective strategies 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 and on time.

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 children in receipt of pupil premium continue to make at least expected progress, meeting their end of year targets.
- Using data effectively – to identify gaps; identify any pupil making less than expected progress and providing solutions.
- Using interventions which have worked effectively, and through regular monitoring and reviews continue to identify successful interventions.
- All support staff are 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 comprehend.
- Offer after school clubs so that children are able to experience wider activities, thus enhancing their experiences.
- Have regular specialist teaching so 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.
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.

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 in line with their peers and nationally. Persistent Absence is in line with national

Intended outcomes (for 2023-24)

New additions highlighted in Green

Intended outcome	Success criteria
Attainment in Writing	Attainment for children in receipt of pupil premium is in line with their peers, including writing at greater depth standard.
Accelerated progress in all core subjects.	Gap continues to narrow for children in receipt of pupil premium working just below age related expectations in Reading, Writing and Maths, across the school, so a higher percentage are working at ARE.
Attendance	Attendance for pupil premium children is in line with their peers.

Activity in this academic year (2023-24)

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD at different levels £10,000</p>	<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>	<p>1,2,3</p>
<p>Ensure excellent first quality teaching, to ensure fidelity to the programme (Little Wandle) is sustained.</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>	<p>1,2,3</p>
<p>New staff are trained in NELI and existing staff are provided with continuing and refreshed training.</p>	<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>	<p>1,2,3</p>

	The EEF states that there is a wealth of evidence to show that early intervention has great potential to narrow the gap.	
CPD on curriculum and accurate assessments for all subjects.	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
CPD on teaching and assessment of writing	Speaking and listening skills are critical foundations for reading and writing and are also essential skills for thinking and communication. A focus on developing oral language skills is particularly important for pupils in this age group (Improving Literacy at Key Stage 1- EEF 2020) Providing children with a range of writing activities that support the organisation and development of their ideas is a positive way to engage children in writing tasks. Understanding writing as an iterative process, developing understanding about how to improve their work, is key to developing as writers (Improving Literacy at Key Stage 1- EEF 2020) To develop pupils' ability to write at greater length, it can be helpful to think of writing as a task made up of five stages: planning, drafting, revising, editing, and publishing. Children can be taught, through modelling and scaffolding, strategies which support them to undertake each of these stages of the writing process (Improving Literacy at Key Stage 2- EEF 2021)	
Teachers to identify areas for further development, appraisals with DHT using a coaching model to further improve practice x1 day weekly plus	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	1,2,3

cover to release teachers, This includes marking and feedback.	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.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £233,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to purchase Little Wandle programme, including new resources for Yr 2 £1000	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. £220,000	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	1,2,3

	is tailored to the children and so we will look at specific targeted interventions rather than any one product.	
HLTA Support for Year six to work with under achieving disadvantaged students in English and maths	EEF toolkit: See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 17, 26 and 30	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
Purchase and utilise The Writing Club intervention for targeted writing intervention for UKS2	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 17 and 30	1,2,3
Update Library books £1000	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
End of year Waterstones Visit £500	Due to lack of access to books at home, children who have successfully completed their year group's reading challenge are rewarded with a book of their choice (up to the price £7.99- standard paperback book). This further enhances their love for reading and excitement of new books which they do not have opportunity to buy with parents.	1,2,3
After school tuition to narrow the gaps for core subjects. £10,000	Support parents due to cost-of-living crises with tuition after school. EEF research and previous school internal data. Small group tuition has an average impact of four months' additional progress over the course of a year.	1,2,3

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

Budgeted cost: £45,374

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
Outdoor fixed equipment (school budget)	Pupil voice indicates that children want more resources to engage with outdoors, such as climbing frames, to keep them physically active.	1,2,3,4,5,6
Team games for playtimes and lunchtimes Purchase Gold Package (Sports premium budget) Assign Teacher to lead on this.	EEF – collaborative learning The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.	1,2,3,4,5,6
Attendance officer 20 hrs weekly £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)	5,6
ELSA £2000	'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)	1,2,3,4,5,6

	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.	1,2,3,4,5,6
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.	1,2,3,4,5,6
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.	1,2,3,4,5,6
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.	1,2,3,4,5,6
Pre-Nursey 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.	1,2,3,4,5,6
Parent workshops	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. Approaches where a parent works directly with their child one-to-one typically show greater impact (+5	1,2,3,4,5,6

	months). Lower attaining pupils appear to benefit in particular.	
Well-being Champions £1000	Well-being champions role will be to encourage positive conversations around wellbeing and mental health. They will also have more or awareness of their thoughts and feelings and how to help others with theirs	1,2,3,4,5,6

Total budgeted cost: £288,344

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 2022 to 2023 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 achieved the highest in the school's history at 63% GLD by the time they leave Reception. The gap to national has reduced significantly by only 4% compared to 24% from the 2018-19 data. The gap for children with pupil premium achieving GLD has also narrowed significantly at 50%.

As the children continue their learning journey the aspirational and ambitious school curriculum enables children to catch up even further with 87% (school's highest score) passing the phonics screening (national 79%). 81% of children with pupil premium passed the phonics screening; higher than national all pupils by 2%. Further in Key Stage 1, gaps to national close, and on par to national. For the first time, Reading and Maths Greater Depth is above national.

	School	National	Pupil Premium
KS1 Reading Expected	65%	68%	63%
KS1 Reading Greater Depth	21%	19%	24%
KS1 Writing Expected	53%	60%	42%
KS1 Writing Greater Depth	3%	8%	6%
KS1 Maths Expected	70%	70%	66%
KS1 Maths Greater Depth	19%	14%	24%
Reception GLD	63%	67%	50%
Y1 phonics	87%	79%	81%

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, 64% now achieve the combined standard, higher than national levels for both expected and higher for combined measure. They also exceed national in Maths, Writing and GPS at the expected level. Progress is strong and well above national for all core subjects.

Children with pupil premium at KS2 perform exceptionally well. In Reading they achieve higher than national and by their school peers. Progress is strong and well above national for all core subjects.

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.

Subject	School	National	Pupil Premium
Reading Expected	70%	73%	74%
Reading Greater Depth	27%	29%	18%
Reading Progress Score	+2.7	0	+3
Reading Average Scaled Score	104	105	102
Writing Expected	81%	72%	72%
Writing Greater Depth	14%	13%	13%
Writing Progress Score	+5.6	0	+5.4
Maths Expected	78%	73%	74%
Maths Greater Depth	21%	24%	15%
Maths Progress Score	+4.5	0	+4.1
Maths Average Scaled Score	105	104	102
GPS Expected	78%	73%	72%
GPS Greater Depth	47%	31%	28%
GPS Average Scaled Score	107	105	105
Combined Reading, Writing, Maths Expected	64%	59%	51%
Combined Reading, Writing, Maths Greater Depth	9%	8%	5%

Attendance – The gap between children with pupil premium is 0.5% lower than their peers. This has improved from the previous year by 0.5%.

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