



Mount Pleasant Pupil Premium Strategy Statement 2021-22

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 in Mount Pleasant Primary School.

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	247 (Inc. Nursery)
Proportion (%) of pupil premium eligible pupils	59% (Inc. Nursery)
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mrs Jo Blackham
Pupil premium lead	Mrs Rebecca Pavey
Governor / Trustee lead	Mrs Jemma Scott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184,850
Recovery premium funding allocation this academic year	£20,793
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	£205,643

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

Mount Pleasant Primary School is situated on the Branksome estate in Darlington, County Durham. The number of children identified as disadvantaged is way above the national average. 61% of the pupils in the school fell under this classification but this is decreasing because of changes in the benefits criteria. This is compared with 25% nationally (2016). In some year groups the percentage is as high as 79%.

Our aim is to build a firm foundation of skills and knowledge and develop all of the personal attributes that make our disadvantaged children be self-assured and confident in whatever they choose to do. We aim to identify and remove barriers to learning and provide suitable learning challenges that respond to diverse needs and upholds our motto of 'Learn for Life'.

High-quality teaching is at the heart of our approach to our strategy – and more widely at the heart of all that we do at Mount Pleasant. We focus on areas in which disadvantaged pupils specifically require the most support, so that all barriers and issues are systematically addressed. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We will put in place a strong and robust series of measures to support academic achievement and social and emotional challenges. Our pupil premium children enter Nursery significantly below age related expectations in all areas. As they move through school and are provided with a raft of measures, we endeavour to accelerate progress so that they reach their full potential, to meet age related expectations and more, and make outstanding progress academically. More than that, they are ready for life beyond primary school.

How will we achieve our Objectives?

Quality of teaching and timely interventions.

Use of termly data analysis to identify children falling behind.

Pupil Progress meetings & actions including interventions included.

Pastoral team will provide support for the child and family.

Pupil voice shows that children are enjoying school and are attending clubs and using our Breakfast Offer.

Parents of PP pupils feel supported and believe that we are doing the very best that we can for their children.

Challenges

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

Challenge number	Detail of challenge
1	Significant percentage of population live in some of the most deprived areas in the country– 67% live in the most deprived 10% and 65% of those pupils live in the top 5 % most deprived area of the country. Figures show average of 65% Pupil Premium (PP) for previous academic year.
2	School has a higher proportion of SEN children than national (26% overall) 45% of our SEND pupils are also Pupil Premium
3	Local lockdown or class closures (bubbles). Pupils have experienced several week school closure, for some children it was 22 weeks (including the summer break). There are significant gaps in pupils learning because of this. Impact on the delivery of the whole curriculum.
4	Children have experienced a universal trauma and many have experienced anxiety, loss and bereavement during the Covid 19 pandemic and the after effects.
5	The high proportion of children identified by school and other agencies as vulnerable and who are exposed to the wide range of risk factors that affect mental health, family unity, prosperity and educational success.
6	Language and Communication skills on entry to school are significantly lower than what would be regarded as typical for many children of a similar age A high % enter Nursery below age related expectations.
7	Pupils have limited life skills and cultural experiences beyond their home life and the immediate community on the Branksome estate.
8	Attendance of PP could potentially be a barrier. During 2020-21 20% of PA absentees were disadvantaged.

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
Support families in the community	Parents feel supported and raise any concerns with the pastoral team. Parents are sign posted to agencies which will ease any difficulties which may arise.

PP children with additional needs are supported academically and through SEND interventions.	SEND pupils show progress against their support plan or EHCP. Barriers are removed through a support package.
Improve progress of all PP pupils in RWM	All PP pupils make good or outstanding progress. Teaching over time indicates that the gap is narrowing between PP and non- disadvantaged pupils.
Modify and develop the curriculum to fill the gaps left by lockdown.	Assessments of all subjects shows that children are receiving a well planned series of lessons incorporating and addressing gaps in learning. Quality first teaching and interventions are strong.
Vulnerable pupils are well supported.	HSM and the pastoral team support vulnerable pupils so that children feel safe and happy at school. They indicate that they enjoy school. Behaviour & attitudes are good.
Language & communication in Early Years improves.	Early identification enables children with speech & language difficulties the opportunity through programmes to make quick and accelerated progress.
Improve life and cultural experiences.	All children experience a range of activities, both in and out of school to broaden cultural enrichment and provide an enjoyable and exciting curriculum.
Attendance is at or above national average.	Attendance improves. The number of persistently absent PP children decreases, in line with national average. Children enjoy coming to school.

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 (including additional Teaching Assistants, specific reading resources, CPD, additional Educational Psychology Provision, leadership time)

Budgeted cost: £82,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Ensure all teachers receive high quality CPD in relation to developing evidence based teaching strategies and pedagogy. For example, development of the outdoor curriculum.	EEF rating: High impact Moderate cost. High evidence base 'evidence suggests that the impact is greater for more vulnerable students and older learners and those in a 'wilderness' setting.' and 'studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.'	2 3 4 5
Vocabulary development (Phonics scheme/Reading offer)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2 3 6 7
Purchase of a validated synthetic phonics planning and training scheme to further develop the work already completed by the English Hub in 2020/21	The evidenced based DFE 'The Reading Framework – Teaching the Foundations of Literacy' reflects the exact practice that our school aspires towards	3
We will fund teacher release time to share best practice within school and across our Trust - using the same validated SSP		3
Purchase fully decidable matched books to accompany our new SSP		3

<p>Improve the quality of social and emotional (SEL) learning</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Improving Social and Emotional learning in Primary Schools</p>	<p>1</p> <p>4</p> <p>5</p>
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Targeted academic support (additional teacher employed FT, tutoring, one-to-one support structured interventions)

Budgeted cost: £76,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional sessions/ Intervention groups- Writing/maths/reading.</p> <p>Termly pupil progress check to ensure that evidencing intervention sessions with children are showing progress.</p>	<p>The EEF states that ‘School closures are likely to reverse progress made to close the gap in the last decade since 2011. Sustained support will be needed to help disadvantaged pupils catch up.’</p> <p>The EEF states that when ‘teachers and TAs work together effectively, leading to increases in attainment’ ‘Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.’</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub partnership</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p> <p>3</p> <p>6</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>	<p>1</p> <p>2</p> <p>3</p>

pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4
To provide high quality music provision in school. Additional workshops provided through outside agency.	The EEF states that 'Overall, the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.'	1 2 3
To develop ELKLAN principles throughout nursery to develop communication and oracy skills Education Development Trust Training Early Years: Building on Success- Little Learners	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment	2 3 6

Wider strategies (Home School Mentor, Counsellor, attendance officer, Leadership time)

Budgeted cost: £47,143

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improvement in attendance.	The DfE's report 'The Link between absence and attainment at KS2 and KS4' recognises the more lessons a child misses their attainment starts to decline. NFER stat 'one of the successful strategies that is most effective is where schools have strong process around collecting and analysing attendance data, this allows them to respond quickly	8
Mental Health & Well-being: Implementation of PSHCE curriculum focussing on emotional/mental health	The Eef states that 'School closures are likely to reverse progress made to close the gap in the last decade since 2011. Sustained support will be needed to help disadvantaged pupils catch up.' There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	3 4 5
ELSA programme for targeted support		

	EEF Improving Social and Emotional learning in Primary Schools	
Attendance at before/after school clubs. Booster classes.	The EEF states 'The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.'	8 7
Early Identification of PP in EY with parental support in place	EEF report states that 'on average, early years' interventions have an impact of five additional months progress and appear to be particularly beneficial for children from low income families.'	2 5
Enrichment of the curriculum: Visits and visitors	Ofsted's inspection framework emphasises the importance of personal development and extending the curriculum beyond academic achievement. Research by the Education Endowment Foundation has also found a link between enrichment and higher attainment in reading and maths. EEF: Life skills and enrichment - Improving the teaching and learning of life skills and enrichment	3 7
Continue pastoral support: Counselling sessions, 1:1 sessions with HSM Outside agency meetings	The EEF states that 'Improvements appear more likely when social and emotional approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.	3 4 5

Total budgeted cost: £205,643

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 2020 to 2021 academic year.

Total number of pupils: 220 (excluding nursery)

Number of pupils eligible for PP: 137 (62%)

Highlights/ Actions completed:

Implementation a recovery curriculum which supported pupils social and emotional needs to ensure children returning to school were ready for learning. (Staff training, additional resourcing)

Online Curriculum developed so those in receipt of PP did not fall behind due to bubbles closing or regional lockdowns.

Barriers removed for those who did not have access to technology to support their learning- provision of laptops, iPads to support online learning and increased access to the internet.

Visits and visitors planned every half term to enrich curriculum offer (where Covid 19 risk assessments allowed) to ensure catch up and enrich the learning experience.

Families of PP children identified in Early Years and supported.

Additional counselling provided for children who were affected by Covid and lockdown issues.

Data Analysis for key year groups:

The data provided is unofficial data for 2020-21 as there were no national tests.

Y1 Phonics Screening Check:

School Disadvantaged vs National - Phonics Screening 2018-2021 - Three Year Average

Mount Pleasant Primary		2018			2019			2021			3YR Avg		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No. of pupils	ALL	15	14	29	15	17	32	11	18	29	41	49	90
School Dis Cohort	School Dis	11	11	22	7	8	15	6	8	14	24	27	51
	SEN	4	1	5	3	0	3	1	2	3	8	3	11
	EAL	0	0	0	0	0	0	0	0	0	0	0	0
	LAC	1	0	1	1	1	2	0	0	0	2	1	3
<i>NOTE: Pupils may have multiple characteristics i.e. be eligible for FSM, have SEN and EAL</i>													
Phonics Analysis		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
% achieving the expected standard	School Disadvantaged	81.8%	90.9%	86.4%	85.7%	100.0%	93.3%	83.3%	62.5%	71.4%	83.3%	85.2%	84.3%
	National Other	81%	88%	84%	81%	88%	84%	81%	88%	84%	81%	88%	84%
	GAP School Dis vs Nat Other	0.8%	2.9%	2.4%	4.7%	12.0%	9.3%	2.3%	-25.5%	-12.6%	2.3%	-2.8%	0.3%
	National All Pupils	79%	86%	82%	78%	85%	82%	78%	85%	82%	78%	85%	82%
	National Disadvantage	65%	75%	70%	66%	76%	71%	66%	76%	71%	66%	76%	71%

School data shows that the children performance was in line with the national disadvantaged figure and below national other. The Y1 cohort was affected more than any other year group as they has two periods of isolation because of positive contacts in class. They lost a total of 4 weeks schooling compared to other year groups. There were also two children from the school resource base included in this data. When disaggregated this increases to 81%.

Key Stage 1: Comparative Table for pupil premium compared to national disadvantaged and national other.

PERFORMANCE DATA		2021		
		Boys	Girls	Total
2021 NATIONAL is from 2019				
No. of pupils All		16	17	33
School Dis Cohort	PP	9	10	19
	SEN	3	0	3
	EAL	0	1	1
	LAC	0	0	0
READING TA	School Disadvantage	66.7%	90.0%	78.9%
	National Other 2019	75.0%	82.0%	78.0%
	GAP School Dis vs National Other	-8.3%	8.0%	0.9%
	National All Pupils 2019	71.0%	79.0%	75.0%
	National Dis 2019	57.0%	67.0%	62.0%
WRITING TA	School Disadvantage	44.4%	90.0%	68.4%
	National Other 2019	67.0%	80.0%	73.0%
	GAP School Dis vs National Other	-22.6%	10.0%	-4.6%
	National All Pupils 2019	63.0%	76.0%	69.0%
	National Dis 2019	47.0%	62.0%	55.0%
MATHS TA	School Disadvantage	66.7%	80.0%	73.7%
	National Other 2019	78.0%	80.0%	79.0%
	GAP School Dis vs National Other	-11.3%	0.0%	-5.3%
	National All Pupils 2019	75.0%	77.0%	76.0%
	National Dis 2019	61.0%	64.0%	62.0%

The graphs below show how disadvantaged pupils in school (School Dis) compare against non disadvantaged pupils nationally (National Other), all pupils nationally (National All) and disadvantaged pupils nationally (National Dis)

Category	Percentage
School Dis	79%
National Other	78%
National All	75%
National Dis	62%

Category	Percentage
School Dis	68%
National Other	73%
National All	69%
National Dis	55%

Category	Percentage
School Dis	74%
National Other	79%
National All	76%
National Dis	62%

In all areas, the Y2 cohort data was better than national disadvantaged. The children who are SEND were part of the ASD provision.

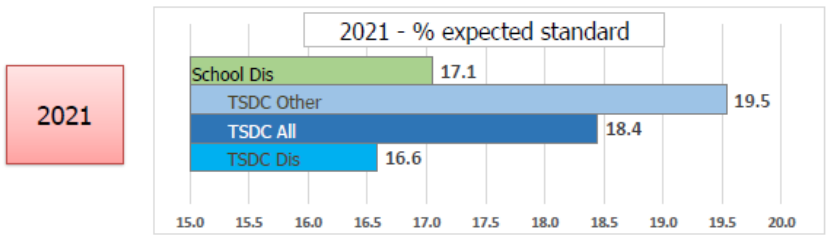
Reading: Disadvantage 79% and without the base children 88%

Writing: Disadvantaged 68% and without base children 81%

Maths: Disadvantaged 74% and without base children 81%

Data shows that pupil premium pupils performed very well during a challenging year.

Y4: Multiplication Check:



Children were slightly above national disadvantaged but are behind TSDC other. This will be a priority for 2021-22.

Key Stage 2: Comparative Table for pupil premium compared to national disadvantaged and national other

PERFORMANCE DATA Expected Standard		2021			KEY: The graphs below show the difference between Disadvantaged Pupils in school compared to Other Pupils, All Pupils and Disadvantaged Pupils Nationally
		Boys	Girls	Total	
No. of pupils		19	14	33	
School Disadvantaged pupils characteristics:	Disadvantage	16	10	26	
	SEN	4	2	6	
	EAL	0	0	0	
	LAC	0	1	1	
SPaG* TEST	School Dis	68.8%	80.0%	73.1%	
	National Other 2019	79.0%	86.0%	83.0%	
	GAP School Dis vs National Other 2019	-10.3%	-6.0%	-9.9%	
	National All 2019	73.0%	83.0%	78.0%	
	National Dis 2019	62.0%	73.0%	67.0%	
READING TEST	School Dis	81.3%	100.0%	88.5%	
	National Other 2019	77.0%	84.0%	78.0%	
	GAP School Dis vs National Other 2019	4.3%	16.0%	10.5%	
	National All 2019	69.0%	78.0%	73.0%	
	National Dis 2019	60.0%	69.0%	62.0%	
MATHS TEST	School Dis	87.5%	90.0%	88.5%	
	National Other 2019	81.0%	81.0%	84.0%	
	GAP School Dis vs National Other 2019	6.5%	9.0%	4.5%	
	National All 2019	78.0%	79.0%	79.0%	
	National Dis 2019	63.0%	65.0%	67.0%	
WRITING TA	School Dis	75.0%	90.0%	80.8%	
	National Other 2019	78.0%	88.0%	83.0%	
	GAP School Dis vs National Other 2019	-3.0%	2.0%	-2.2%	
	National All 2019	72.0%	85.0%	78.0%	
	National Dis 2019	60.0%	75.0%	68.0%	
RWM** TEST (Reading / Maths) TA (Writing)	School Dis	75.0%	80.0%	76.9%	
	National Other 2019	67.0%	74.0%	71.0%	
	GAP School Dis vs National Other 2019	8.0%	6.0%	5.9%	
	National All 2019	61.0%	68.0%	64.0%	
	National Dis 2019	46.0%	55.0%	51.0%	

RWM combined: 77% for PP – above TSDC PP average and national other 2019

Reading EXS: 89% - above 2019 NA PP performance is high

Writing EXS: 81% - outcomes extremely high

Maths EXS: 89% -outcomes extremely high

EGPS: 73% performance is good.

Pupil Premium Summer Term 2021

1L

Attainment	Reading	Writing	Maths
Below	23%	23%	31%
On Track ↑	77%	77%	69%
At ↑	62%	46%	54%
Exceeding	8%	8%	15%
RWM Combined			
EXS+ GDS	36%	GDS	0%

Progress	Reading	Writing	Maths
Requires Improvement	0%	0%	0%
Good ↑	100%	100%	100%
Outstanding	77%	92%	77%
Average			
	4.00	4.08	3.85
	Outstanding	Outstanding	Outstanding

2D

Attainment	Reading	Writing	Maths
Below	12%	24%	18%
On Track ↑	88%	76%	82%
At ↑	82%	76%	82%
Exceeding	0%	0%	12%
RWM Combined			
EXS+ GDS	63%	GDS	0%

Progress	Reading	Writing	Maths
Requires Improvement	12%	18%	18%
Good ↑	88%	82%	82%
Outstanding	76%	71%	76%
Average			
	3.76	3.65	3.76
	Outstanding	Outstanding	Outstanding

3T

Attainment	Reading	Writing	Maths
Below	43%	57%	43%
On Track ↑	57%	43%	57%
At ↑	36%	36%	57%
Exceeding	14%	21%	21%
RWM Combined			
EXS+ GDS	36%	GDS	14%

Progress	Reading	Writing	Maths
Requires Improvement	21%	43%	29%
Good ↑	79%	57%	71%
Outstanding	29%	29%	43%
Average			
	3.07	2.64	3.07
	Good	Requires in	Good

4S

Attainment	Reading	Writing	Maths
Below	30%	45%	30%
On Track ↑	70%	55%	70%
At ↑	30%	25%	25%
Exceeding	15%	10%	10%
RWM Combined			
EXS+ GDS	15%	GDS	5%

Progress	Reading	Writing	Maths
Requires Improvement	5%	0%	5%
Good ↑	95%	100%	95%
Outstanding	35%	50%	55%
Average			
	3.50	3.55	3.70
	Outstanding	Outstanding	Outstanding

5D

Attainment	Reading	Writing	Maths
Below	28%	40%	32%
On Track ↑	72%	60%	68%
At ↑	48%	44%	52%
Exceeding	16%	8%	24%
RWM Combined			
EXS+ GDS	44%	GDS	4%

Progress	Reading	Writing	Maths
Requires Improvement	24%	24%	20%
Good ↑	76%	76%	80%
Outstanding	44%	48%	56%
Average			
	3.04	3.04	3.20
	Good	Good	Good

6T

Attainment	Reading	Writing	Maths
Below	40%	23%	23%
On Track ↑	60%	77%	77%
At ↑	60%	73%	77%
Exceeding	20%	12%	8%
RWM Combined			
EXS+ GDS	58%	GDS	8%

Progress	Reading	Writing	Maths
Requires Improvement	12%	12%	8%
Good ↑	88%	88%	92%
Outstanding	76%	85%	81%
Average			
	3.68	4.46	4.12
	Outstanding	Outstanding	Outstanding

Whole School

Attainment	Reading	Writing	Maths
Below	30%	35%	29%
On Track ↑	70%	65%	71%
At ↑	53%	51%	58%
Exceeding	13%	10%	15%
RWM Combined			
EXS+ GDS	43%	GDS	5%

Progress	Reading	Writing	Maths
Requires Improvement	13%	16%	13%
Good ↑	87%	84%	87%
Outstanding	56%	63%	65%
Average			
	3.48	3.61	3.63
	Good	Outstanding	Outstanding

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.