

Mount Pleasant Primary School

Pupil Premium Impact Report

2019-20



Context of School

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%.

Number of pupils and pupil premium grant (PPG) 2019/2020	
Total number of pupils on roll	222 (excluding nursery)
Total number of pupils eligible for PPG	134 (61%)
Amount of PPG received per pupil	£1320 per pupil.
Total amount of PPG received	£176,020

How we use our funding

At Mount Pleasant, we believe in supporting all children to do as well as they can, both socially and academically. In addition, we believe in supporting our families with issues that may impact on the children's achievement and wellbeing.

This academic year, children at Mount Pleasant have been affected by school closures linked to the global outbreak of Covid-19. During this time, staff have worked hard to ensure the disadvantage gap does not increase and have supported disadvantaged pupils in new ways including the development of a Recovery Curriculum to support children's social, emotional and mental health. Children's welfare was at the heart of all of our support during school closures. The support provided was not factored into the Pupil Premium funding strategy for this academic year. Next year's funding strategy (2020-2021) will need to budget for the Recovery Curriculum and support required for our pupils to reconnect with one another and engage fully with the curriculum

Whilst we welcome Pupil Premium Funding we also recognise that prior to this specific funding we have always strived to support our children as best we can. Because of this, the ways in which we are using the funding are not necessarily new initiatives but rather a continuation of the good practice which was already in place.

We have identified four key areas on which we focus to improve outcomes for pupils eligible for pupil premium funding.

- Support for learning. To enable pupils to attain at least age related expectations and/ or make good progress in reading, writing and maths.
- Support for social development. To enable the child to be ready for learning by providing targeted support for behaviour, self-esteem and emotional well-being.
- Support for the curriculum. To ensure that pupils are able to access all aspects of the curriculum, including educational visits and residential trips, by providing financial support.
- Support for the family. To ensure that pupils are ready for learning by removing some of the barriers they experience through targeted work to improve attendance and punctuality, and through family support.

Consequently, we are using pupil premium funding in the following ways:

Support for learning:

- High adult / pupil ratio in all classes, including a teaching assistant in each class
- Interventions, individually or in small groups, led by teachers or teaching assistants
- Educational psychologist support to identify children's learning needs
- Speech and language resources to support the delivery of specific speech and language programmes.

Support for social and emotional development:

- High adult / pupil ratio at break times and lunchtimes, including teaching assistant support
- Support following school closures identified through rigorous monitoring system.
- Provision of a School Counsellor to work with targeted children.
- Provision of Breakfast and additional snacks.
- Provision of staff who are trained as mental health first aiders.

Support for the curriculum:

- Providing a range of experiences for children, both within and beyond school
- Subsidising costs for educational visits
- Subsidising costs for residential school visits
- Providing additional targeted resources for those children below age related expectations and /or not making sufficient progress in reading, writing or maths.

Support for the family:

- Provision of Home/ School Mentors to support vulnerable families with issues which impact on school, including liaison with social care.
- Provision of free fruit, uniform and breakfasts to support children at risk of poverty to ensure they are focused and ready for learning.
- Magic Breakfast- free bagels each morning available to parents. Class breakfast held weekly.
- Supporting the 'Bread & utter Thing' packing food parcels for the community.

In our most recent Ofsted inspection, the inspector concluded:

July 2019: All staff show a commitment to removing any barriers to pupils' learning. Specific interventions, often delivered by highly effective teaching assistants, support pupils' social and emotional development and address their literacy and numeracy needs. The school may have a much-higher-than-average proportion of disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND), but this does not limit pupils'

ambition or their achievements. Indeed, in 2018, the proportion of pupils achieving expected and higher standards of attainment at the end of key stage 2 was above that seen nationally.

Curriculum

We endeavour to provide a broad and rich curriculum where we will remove barriers to learning and provide suitable challenges. Our pupil premium funding enables the provision of resources to enhance teaching and learning across all subjects.

For example:

- Visits and visitors: subsidised across the year for all classes.
- Sports Coaching
- Reading across school supported by 'Accelerated Reader' program. Class rooms have been equipped with good quality reading material and a comfortable area in which to read.
- ICT provision- laptops and iPads, computer programs for additional support of the curriculum e.g.
Music-Charanga
French- Rigolo

Maths: TT Rockstars, White Rose, Test Base

English: Letter Join, Phonic Play, Nessie, Speech and Language Link

Computing: Espresso Coding

Science: Snap Science

- Booster classes for Y6 in preparation for SATs.
- Teaching assistant interventions across all classes for English and maths.
- Pastoral care to ensure that children are ready to learn.
- Provision of school uniform- extra P.E Kits and general uniform



Enrichment

Magic Breakfast

Currently, children are unable to attend a breakfast club so all children can have a breakfast bagel on their arrival in class.

Up until March 2020, breakfast was offered in club and attended by specific targeted children as well as those from working families.

Bagel bars were served on the yard daily for every child. Social breakfast for families occurred weekly and every class invited their families to come over the term.

Club: Breakfast Club

Attendance (number)	How many are Pupil premium?
Average: 24 pupils daily	13 PP pupils (54%)
Bagel Bars	
Average: 140 pupils	90 PP pupils (63%)
Social Breakfasts e.g. Year 6	
Spring term: 29 pupils + parents	22 PP pupils (79%)



Over lockdown, families who were in need were offered free breakfast provisions. All children who attended school received breakfast each morning in their class bubble. It was a time to sit and relax and chat about any issues that the children might be worried about. When Y6, Y1 and reception returned, the kitchen prepared toast each morning for all classes. Magic Breakfast resumed in September, 2020

After School Clubs: Spring term data

Club	Number of children registered	Number of PP children	% of PP children
Art/Craft Club	14	8	57
Football Club Leaders: Adam Swan	19	15	79
Games Club	25	10	40
Multi-Sports Club	20	12	60
ICT Club	30	20	67
Dance	20	12	63

Clubs were offered on Mondays, Tuesdays and Thursdays and offered a range of activities. It was a chance for many children to build strong friendships with pupils not in their own class and make connections with other staff. Clubs will resume as soon as possible in 2020-21.

Attendance (Year 1 – Y6)

Mount Pleasant Primary School has a strong strategy in place to improve attendance and ensure that pupil premium pupils are supported as much as possible to attend school. This includes employing a part time attendance officer, using the home school mentors to support families and time for the AHT to monitor and support the strategy. Parents and carers are supported as much as possible to ensure that their child attends school. Pupils are rewarded in a variety of ways to ensure they attend school and value their education. Until lockdown there were 25 children who had achieved 100% attendance. This was a key priority for the school in 2019-20.

Absence

% of sessions missed

	Pupils	% attendance	% sessions missed
School	220	95.7	4.3
Boys	113	95.9	4.1
Girls	107	95.5	4.5
Non Disadvantaged	97	96.2	3.8
Disadvantaged	123	95.3	4.7
Male Disadvantaged	66	95.6	4.4
Female Disadvantaged	57	95.0	5.0
Non FSM	101	96.2	3.8
FSM	119	95.3	4.7
No SEN	162	95.7	4.3
EHCP	19	96.1	3.9
SEN Support	39	95.6	4.4
EAL	5	90.4	9.6
Non EAL	215	95.8	4.2

Persistent Absence

% of pupils absent for 10% or more sessions

	Pupils	% of cohort
School	24	10.9
Boys	11	9.7
Girls	13	12.1
Non Disadvantaged	10	10.3
Disadvantaged	14	11.4
Male Disadvantaged	7	10.6
Female Disadvantaged	7	12.3
Non FSM	11	10.9
FSM	13	10.9
No SEN	20	12.3
EHCP	2	10.5
SEN Support	2	5.1
EAL	2	40.0
Non EAL	22	10.2

School during Lockdown

School remained open for some children during lockdown. The majority of children attending were key worker children. Some children classed as vulnerable- families who were involved with a social worker, parents who were struggling to cope and some with an EHCP also accessed school. 44 children attended school until July 14 when Y6, Y1 and Reception returned.

Pupil Premium	24	55%
Key worker	22 (10 PP)	50%
Vulnerable	16 (all PP)	36%
SEN /EHCP	10 (non PP)	23%

Teachers and teaching assistants were tasked with keeping in touch with the children in their class throughout the whole period. They made weekly calls and used Class Dojo to communicate with and support in any way necessary whether it was with work or just a catch up.

Home School Mentors (Sue Clarke and Ruth Bradley) and Mrs Blackham (Designated Safeguarding Lead) kept in touch with those very vulnerable families with phone calls or when they dropped off at school. In some cases, home visits were made.

Year group	PP %	Class Dojo	Work packs/online	No Access
Y5	(26/33) 79	10	3/10	13
Y4	(25/33) 76	16	5/13	4
Y3	(22/31) 70	15	3/6	2
Y2	(15/31) 48	4	4/6	3
Y1	(17/33) 52	14	3/12	0
Rec	(12/29) 41	5	5/3	4

Online learning is a key priority for 2020-21. Families have been supported in using class Dojo and completing work at home during lock down. This will be further developed by staff in preparation for another national lockdown.

Good Level of Development (GLD)

EYFS 2018-2020 - Disadvantage Analysis by Gender



EYFS 2018-2020 - Good Level of Development Analysis & Three Year Average

GLD		2018			2019			2020			3YR Avg		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No. Pupils		13	16	29	17	16	33	11	18	29	41	50	91
SCH DIS	School Dis	6	7	13	10	9	19	6	7	13	22	23	45
	SEN	2	0	2	5	0	5	1	0	1	8	0	8
	EAL	0	0	0	0	0	0	0	0	0	0	0	0
	LAC	1	1	2	2	1	3	0	0	0	3	2	5
GLD	School Dis	66.7%	57.1%	61.5%	40.0%	77.8%	57.9%	83.3%	42.9%	61.5%	59.1%	60.9%	60.0%
	Nat Other	67%	80%	73%	67%	80%	73%	67%	80%	73%	67%	80%	73%
	GAP Sch Dis vs Nat Other	-0.3%	-22.9%	-11.5%	-27.0%	-2.2%	-15.1%	16.3%	-37.1%	-11.5%	-7.9%	-19.1%	-13.0%
	Nat All Pupils	63%	78%	72%	63%	78%	72%	63%	78%	72%	63%	78%	72%
	Nat Dis	47%	64%	55%	48%	64%	56%	48%	64%	56%	48%	64%	56%

Headlines:

- 49% of the children in this cohort were disadvantaged.
- Boys: 1 boy out of 6 did not achieve their GLD. The performance of disadvantaged boys therefore is above national other and national disadvantaged.
- Girls: 3/7 girls achieved GLD. This is below national other and national disadvantaged. Of the 5 girls who did not, 2 have an EHCP and 3 are lower ability.
- Overall, teacher assessment shows that GLD was predicted at 61.5%. This is above the national disadvantaged figure but below national other.

Y1 Phonics Screening Check

School Disadvantaged vs National - Phonics Screening 2018-2020 - Three Year Average

Mount Pleasant Primary		2018			2019			2020*			3YR Avg		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No. of pupils	ALL	15	14	29	15	17	32	16	17	33	46	48	94
School Dis Cohort	School Dis	11	11	22	7	8	15	9	10	19	27	29	56
	SEN	4	1	5	3	0	3	3	0	3	10	1	11
	EAL	0	0	0	0	0	0	0	1	1	0	1	1
	LAC	1	0	1	1	1	2	0	0	0	2	1	3
NOTE: Pupils may have multiple characteristics i.e. be eligible for FSM, have SEN and EAL													
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%	66.7%	90.0%	78.9%	77.8%	93.1%	85.7%
	National Other	81%	87%	84%	81%	88%	84%	81%	88%	84%	81%	88%	84%
	GAP School Dis vs Nat Other	0.8%	3.9%	2.4%	4.7%	12.0%	9.3%	-14.3%	2.0%	-5.1%	-3.2%	5.4%	1.7%
	National All Pupils	78%	85%	81%	79%	86%	82%	78%	85%	82%	78%	85%	82%
	National Disadvantage	65%	75%	70%	65%	75%	70%	66%	76%	71%	65%	75%	70%

Headlines:

- 58% of the cohort are disadvantaged.
- 90% of girls passed the check which is higher than national disadvantaged and national other. One girl did not pass- she is EAL.
- 67% of boys passed the check which is below national other but in line with national disadvantaged. 3 boys did not pass and they are SEND with an EHCP.

Y2 Teacher Assessment working at Expected Standard

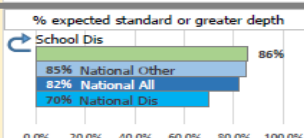
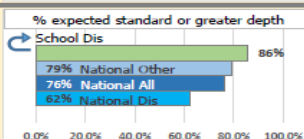
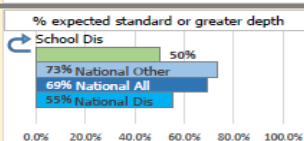
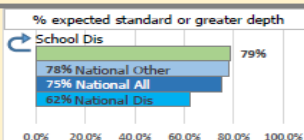
School Disadvantage vs National

Percentage of pupils working at expected standard or greater depth

Disadvantage Analysis

PERFORMANCE DATA		2020*		
		Boys	Girls	Total
No. of pupils	All	16	15	31
School Dis Cohort	PP	8	6	14
	SEN	3	2	5
	EAL	0	0	0
	LAC	1	1	2
READING TA	School Disadvantage	87.5%	66.7%	78.6%
	National Other	75.0%	82.0%	78.0%
	GAP School Dis vs National Other	12.5%	-15.3%	0.6%
	National All Pupils	71.0%	79.0%	75.0%
	National Dis	57.0%	67.0%	62.0%
WRITING TA	School Disadvantage	50.0%	50.0%	50.0%
	National Other	67.0%	80.0%	73.0%
	GAP School Dis vs National Other	-17.0%	-30.0%	-23.0%
	National All Pupils	63.0%	76.0%	69.0%
	National Dis	47.0%	62.0%	55.0%
MATHS TA	School Disadvantage	87.5%	83.3%	85.7%
	National Other	78.0%	80.0%	79.0%
	GAP School Dis vs National Other	9.5%	3.3%	6.7%
	National All Pupils	75.0%	77.0%	76.0%
	National Dis	61.0%	64.0%	62.0%
SCIENCE TA	School Disadvantage	87.5%	83.3%	85.7%
	National Other	83.0%	88.0%	85.0%
	GAP School Dis vs National Other	4.5%	-4.7%	0.7%
	National All Pupils	80.0%	85.0%	82.0%
	National Dis	67.0%	74.0%	70.0%

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)



Headlines:

- 45% of the cohort are disadvantaged and of them, 45%are SEND
 - In reading, our disadvantaged group perform better than national disadvantaged and national other in maths and are in line with for reading.
- Writing shows that 50% of the disadvantaged group achieved the expected standard, 8 children in all. All but 1 child has a SEND diagnosis or an EHCP. 1 girl is LAC. This will be a focus for next year.

Y2 Teacher Assessment working at Greater Depth

School Disadvantage vs National

Percentage of pupils working at greater depth

Disadvantage Analysis

PERFORMANCE DATA		2020*		
		Boys	Girls	Total
No. of pupils	All	16	15	31
School Dis Cohort	PP	8	6	14
	SEN	3	2	5
	EAL	0	0	0
	LAC	1	1	2
READING TA	School Disadvantage	25.0%	0.0%	14.3%
	National Other	24.0%	32.0%	28.0%
	GAP School Dis vs National Other	1.0%	-32.0%	-13.7%
	National All Pupils	22.0%	29.0%	25.0%
	National Dis	11.0%	16.0%	14.0%
WRITING TA	School Disadvantage	25.0%	0.0%	14.3%
	National Other	13.0%	21.0%	17.0%
	GAP School Dis vs National Other	12.0%	-21.0%	-2.7%
	National All Pupils	11.0%	19.0%	15.0%
	National Dis	5.0%	10.0%	7.0%
MATHS TA	School Disadvantage	25.0%	0.0%	14.3%
	National Other	27.0%	22.0%	24.0%
	GAP School Dis vs National Other	-2.0%	-22.0%	-9.7%
	National All Pupils	24.0%	19.0%	22.0%
	National Dis	13.0%	10.0%	12.0%

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)

% greater depth

READING TA

WRITING TA

MATHS TA

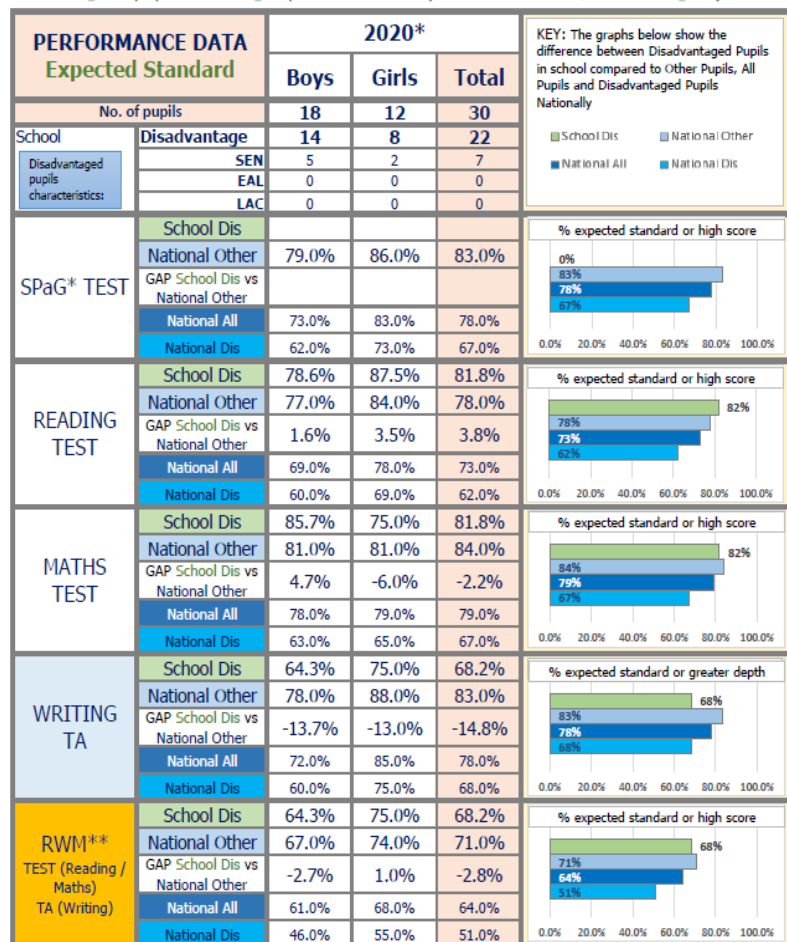
Headlines:

There are 2 boys who were assessed a greater depth in reading and writing or maths. In line with national disadvantaged but below national other. This will be a focus in Y3 in the school improvement plan.

Y6 Teacher Assessment working at the Expected Standard and Greater Depth

Disadvantage Analysis (vs National)

Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

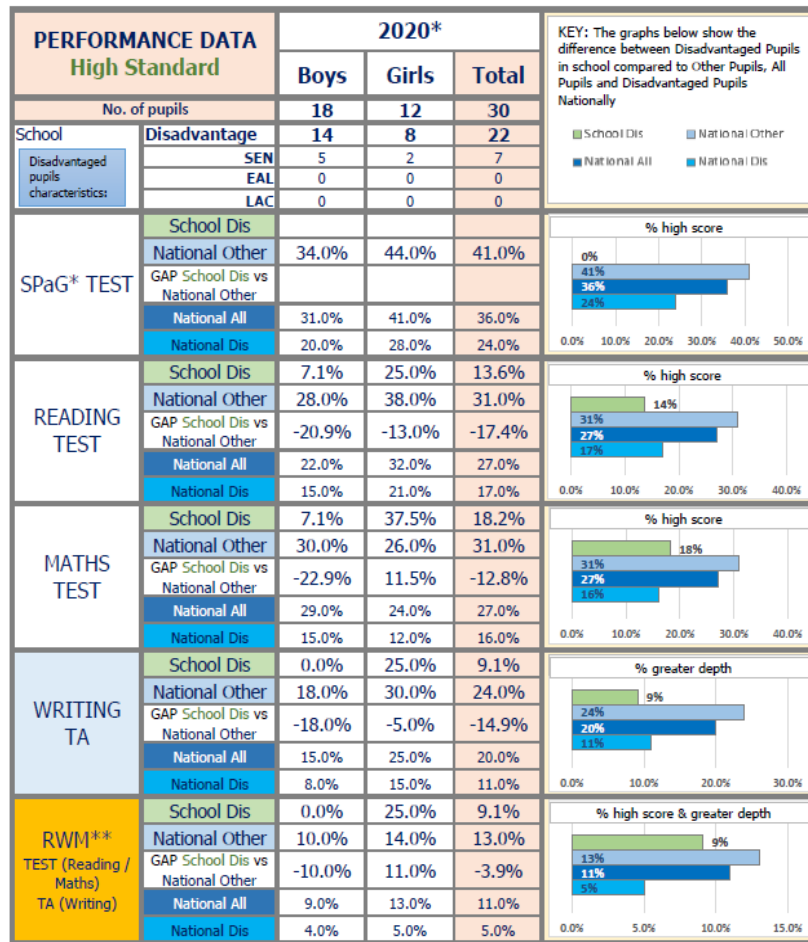


* SPaG - Spelling, punctuation and grammar

** RWM - Reading, Writing TA and Maths combined

Disadvantage Analysis (vs National)

Percentage of pupils achieving high scores / greater depth (110+ SATs or GDS Writing TA)



* SPaG - Spelling, punctuation and grammar

** RWM - Reading, Writing TA and Maths combined

- 73% of the cohort are disadvantaged with 32% of the group SEND.
- There is a large proportion of PP boys (64%) with 50% diagnosed with SEN.
- Reading & maths are in line with national other and above national disadvantaged.
- Writing is in line with national disadvantaged for EXP and GD.
- Data shows that boys did not perform as well as girls. This is because of the high proportion of SEN or mental health. 2 boys were accessing a counsellor. This was also compounded by lockdown.