



Mount Pleasant Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	267 (Inc. Nursery)
Proportion (%) of pupil premium eligible pupils	59.5% (Inc. Nursery)
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mrs Jo Blackham
Pupil premium lead	Mrs Jo Blackham
Governor / Trustee lead	Mrs Jade

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,695
Tutoring funding allocation this academic year	£
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	

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.

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. Attendance of PP could potentially be a barrier. During 2022-23, 71% of PA absentees (31) were disadvantaged (22). 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.
2	School has a higher proportion of SEN children than national (89, 30% overall) 61% of our SEND pupils are also Pupil Premium (54)
3	Children entering nursery are below or well below age related expectations. Personal, Social & Emotional Development is significantly delayed in many aspects. 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. Improve outcomes in EYFS.
4	Pupils have limited life skills and cultural experiences and aspirations beyond their home life and the immediate community on the Branksome estate.

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 (how do you know)
<p>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.</p>	<p>Parent responses questionnaires & feedback show that parents feel supported and know where to access information & advice.</p> <p>Cpoms logs- involvement and actions from parental concerns.</p> <p>Attendance at parents' evenings/events.</p> <p>At least 80% engagement</p>
<p>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.</p>	<p>Quality assurances reflect that pupils enjoy school and feel safe as reflected in questionnaires.</p> <p>Counselling/ELSA records of involvement and impact.</p> <p>Behaviour records indicated a reduction in incidents for individual children.</p> <p>See behaviour data.</p> <p>Pupil surveys.</p>
<p>Attendance is at or above national average. The number of persistently absent PP children decreases, in line with national average. Children enjoy coming to school.</p>	<p>Improve attendance to 94% along with 30 PAs</p> <p>Current national average – 93.4%</p>
<p>PP children with additional SEND needs are supported academically to improve outcomes and achieve targets.</p>	<p>All PP & SEND will show progress against previous assessment and achieve targets. Data indicates impact of interventions.</p>
<p>Improve outcome in EYFS.</p>	<p>Improve GLD outcomes in Reception- from 43% to 58%</p>
<p>Language & communication in Early Years improves.</p>	<p>Improve C&L & PSED nursery exit and Reception ELG</p> <p>Early identification enables children with speech & language difficulties the opportunity through programmes to make quick and accelerated progress.</p>
<p>Improve life and cultural experiences.</p>	<p>All children experience a range of activities, both in and out of school to broaden cultural enrichment and provide an enjoyable and exciting curriculum.</p>

Raise aspirations for future careers.	Planning careers education and experiences in to the curriculum provides a platform to raise aspirations and knowledge about opportunities.
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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, 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 curriculum focusing on active engagement of pupils ensuring retention of key information.	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.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1
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
Resourcing of a validated synthetic phonics planning and training scheme to further develop the work already completed.		
We will fund teacher release time to share best practice within school		

and across our Trust - using the same validated SSP	The evidenced based DFE ‘The Reading Framework – Teaching the Foundations of Literacy’ reflects the exact practice that our school aspires towards.	
Use interventions for individual led precision teaching for identified pupils falling behind in specific areas of speech and language and phonics Interventions for pupils with poor oral language and communication skills.	https://www.suttontrust.com/our-research/school-funding-and-pupil-premium-2019/	
Improve the quality of social and emotional (SEL) learning SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff	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): EEF Improving Social and Emotional learning in Primary Schools	3

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
Additional sessions/ Intervention groups- Writing/maths/reading. Termly pupil progress check to ensure that evidencing intervention sessions with children are showing progress.	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.’ 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.’	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub partnership	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:	2

	Phonics Toolkit Strand Education Endowment Foundation EEF	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	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 Training form Early Excellence- communication, reading & vocabulary	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

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

Budgeted cost: £47,143

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improvement in attendance.</p> <ul style="list-style-type: none"> ➤ Attendance officer to evaluate attendance weekly ➤ Meetings arranged with parents to offer support. ➤ First Day calls and door knocks. ➤ Celebration assembly with attendance awards. ➤ Breakfast club offer. 	<p>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.</p> <p>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.'</p>	1

<p>Mental Health & Well-being: Implementation of PSHCE curriculum focussing on emotional/mental health. ELSA programme for targeted support</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>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>Early Identification of PP in EY with parental support in place</p>	<p>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.'</p>	<p>3</p>
<p>Enrichment of the curriculum: Visits and visitors. Clubs, residential, Careers education</p>	<p>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.</p> <p>EEF: Life skills and enrichment - Improving the teaching and learning of life skills and enrichment</p>	<p>4</p>
<p>Continue pastoral support: Counselling sessions, 1:1 sessions with HSM Outside agency meetings</p>	<p>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.</p>	<p>1</p>

Total budgeted cost:

Recovery premium funding £

Total= £

Part B: Review of outcomes in the previous academic year

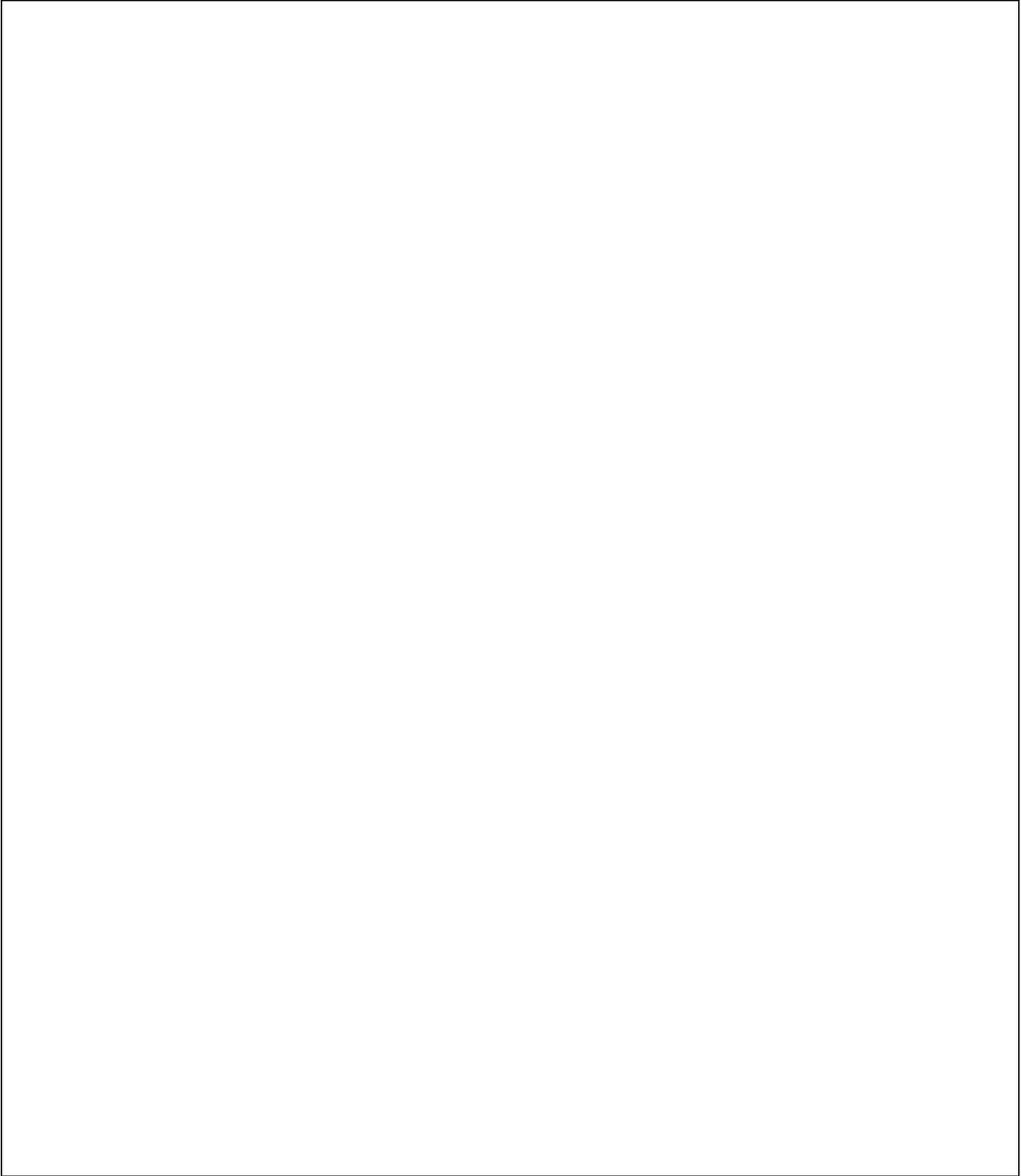
This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Pupil premium strategy outcomes:

Intended outcome	Success criteria	Evidence
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.	Positive parent questionnaires & comments Family groups to support SEND- tea & talk Parents meetings/breakfasts Parents supported within professional meetings- EH, Building stronger Families, Core group, LAC reviews, CP conferences. Behaviour/attendance meetings Parental Concerns meetings/calls- cpoms.
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 thorough a support package.	Intervention tracker shows that 100% of SEND received interventions across the year. Some involved tutoring grant funding. Teaching observations show that SEND groups are receiving more focused teaching time.
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.	See AC data reports.
Modify and develop the curriculum.	Assessments of all subjects shows that children are receiving a well planned series of lessons incorporating and addressing	Long & medium term planning for all curriculum areas is embedded. The curriculum is engaging.

	gaps in learning. Quality first teaching and interventions are strong.	Core skills & knowledge and vocabulary support the learning and achievements of pupils evidenced in books, displays, class assemblies, pupil voice.
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.	Behaviour is outstanding (see Ofsted, behaviour tracking, Cpoms) Personalised behaviour plans. Pupil voice shows that pupils area safe and happy. (see questionnaires) Rights Respecting Gold award- evidence
Language & communication in Early Years improves.	Early identification enables children with speech & language difficulties the opportunity through programmes to make quick and accelerated progress.	Vocabulary rich curriculum developed for learning areas. Sp.& Language activities for identified children SALT engagement.
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.	Curriculum experiences in each year group- Trips Residential Visitors After School Clubs Pupil voice
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.	Attendance overall was above NA at 94.3% PP: 114 pupils 94%. PAs were 31 pupils 13.5% 13 males / 18 females
Raise aspirations for future careers.	Planning careers education and experiences in to the curriculum provides a platform to	Enrichment of ICT curriculum STEM activities Enthuse partnership- teacher PD, cummins

	raise aspirations and knowledge about opportunities.	
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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.