

Pupil premium strategy statement Mowmacre Hill Primary School 2024-2027

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	361
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	Nov 2024
Date on which it will be reviewed	Nov 2025
Statement authorised by	Isaac Howarth
Pupil premium lead	Annemarie Williamson
Governor / Trustee lead	Jackie Dean

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£259,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£259,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Mowmacre Hill Primary School make good progress and achieve high attainment across all subject areas. The overall aim of our pupil premium strategy is to provide support to disadvantaged pupils to achieve that goal. This also includes pupils being challenged further and enhancing their progress for those who are already high attainers.

We ensure that high-quality teaching is at the core of our approach. We also focus on areas in which disadvantaged pupils require the most support. It is evident that this will have the greatest impact on closing the disadvantage attainment gap. At Mowmacre Hill we believe that at the same time will benefit the non-disadvantaged pupils in our school. Alongside our intended outcomes that are detailed below, it is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will carefully consider the challenges that our pupils may face, such as those who require support with well-being and attendance or if they may be a young carer or supported by social services. The approaches we intend to implement which we have highlighted within this statement is also intended to support their needs, regardless of whether a child is disadvantaged or not.

Our strategy is integral to wider school plans for education recovery. Our approach will be in response to common challenges that have arisen and to individual needs. This holistic approach will be evidenced through continuous assessment and not based upon the assumptions about the impact of disadvantage. The approaches we have decided to embed will complement each other to support all pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their work
- act promptly when an area of need has been identified.

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Improve attendance for children that are eligible for pupil premium and for them to be inline with their peers. There is currently a difference of 1% between pupil premium and non-pupil premium children.
2	Some pupils lack real world experiences to build knowledge, social skills and resilience. Research from the IDACI suggests that the Mowmacre Hill is in the top 3% of deprived areas in the country

3	A rise in SEMH needs means that some children and families need additional support.
4	Improve phonics attainment for children across the school. In 2024, 63% of Year 1 children reached the expected standard in phonics.
5	To raise the Year 6 combined attainment levels in maths, writing and reading. In 2024, 40% of PP children met the combined standard of reading, writing and maths.

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
Improve attendance for children that are eligible for pupil premium.	Sustain attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> - the average percentage of PP children attending to be at least 96% - the percentage of disadvantaged pupils who are persistently absent being below 15%
Providing real life experiences for children who are eligible for pupil premium.	Children will receive partial financial support towards real world experiences.
Children who need support with Social, Emotional and Mental Health needs will receive support.	Children will receive targeted support by accessing ELSA, inclusion champion or the Family Welfare Officer. Pupils to show an improved mental wellbeing through support for SEMH needs. <p>Sustained high levels of wellbeing from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations
Improve phonics attainment for children across the school.	89% of PP children to receive phonics teaching will be reading at age related expectation by 2026/27.
To raise the Year 6 combined attainment levels in maths, writing and reading.	Attainment of Year 6 PP children will be in line with National average by 2026/27.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £42,956

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recovery resources	Mowmacre Hill has invested in buying an amount of tablets to ensure that every KS1 child has the best opportunities and equity amongst their peers. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1699330532	Challenge 6 7,056
Teacher development release time – each teacher released for 2 hours per week for coaching and development	EEF – mastery learning + 5 months - Metacognition + 7 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/masterylearning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-selfregulation	5 and 6 £35,900

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

Budgeted cost: £ 95,062

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language Therapist to work with identified children to	The Communication Trust: “There is a substantial amount of evidence linking SLCN with other areas of difficulty. We	Challenge 2 and 5 £34,214

<p>support their level of communication. This support is delivered frequently to ensure that a maximum level of progress is achieved.</p> <p>SALT are also providing training for teachers and support staff to broaden skill set.</p>	<p>know that children with SLCN have difficulties across many areas of their lives.”</p> <p>“On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.” – EEF Oral Language Interventions findings</p> <p>School baseline data against the communication trust age-appropriate expectations shows that large proportion of children are below.</p> <p>EPIC provide regular discussion with colleagues and to discuss SALT interventions. This gives an opportunity to discuss any concerns and any areas that need to be addressed. EPIC also provide training to staff in order for the interventions that EPIC run to be conducted by TAs throughout the week. Most interventions are usually three times a week; one session ran by EPIC and the others by TAs. This is regularly assessed by EPIC and feedback forms are completed by TAs each session.</p>	
<p>Children that require support from one of the ELSA’s are identified by staff. Interventions are then designed to support the children’s needs.</p>	<p>Behaviour intervention Sutton Trust: moderate impact for moderate cost (social and emotional learning)</p> <p>“Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year...being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores...” – EEF Social and Emotional Learning findings</p> <p>The ELSAs provide sessions that are tailored to meet the needs of each pupil. Interventions are running on a 1:1 basis or in a group. They conduct weekly well-being meetings with SLT to discuss the impact and progress each child is making.</p>	<p>Challenge 3 £55,020</p>
<p>Subscriptions</p>	<p>To support pupils further a number of subscriptions have been purchased which include:</p> <p>Class VR Portal Teachmate AI Renaissance (Accelerated Reader) Lyfta Tapestry</p> <p>These support pupils learning and help bridge any gaps with in learning. Some applications such as Tapestry, Lyfta and</p>	<p>Challenge 2,4 and 5 £5828</p>

	<p>Class VR Portal allow children to share experience's that they may not normally be exposed too. These can be accessed by all PP children of all ages.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1699368580</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 113,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A team has been employed to provide support for children with Social, Emotional and Mental Health needs. This team of staff provides in class support where relevant. They write behaviour plans, provide interventions and support families with any SEMH needs.</p> <p>This provides support for the whole school due to the potential impact of certain behaviours.</p>	<p>Behaviour intervention Sutton Trust: moderate impact for moderate cost (social and emotional learning) High percentage of vulnerable children for exclusion are PP.</p> <p>Interventions have been implemented to support pupils and also on a 1:1 basis, this is also to ensure pupils are integrated back into the classroom with an holistic approach by developing their social, emotional and academic needs.</p> <p>EEF social and emotional guidance suggests that this has a positive impact on academic progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>Challenge 3</p> <p>£32,932</p>
<p>AO will work alongside the office staff to ensure that PP children are increasing their attendance. This level of support includes</p>	<p>Sutton Trust: low impact for moderate cost however school data shows that increased attendance raises percentage of children who are meeting age related by the end of year group.</p> <p>https://www.suttontrust.com/our-priorities/schools/</p>	<p>Challenge 1</p> <p>£26,000</p>

<p>collecting the children from home, setting up attendance incentives and working alongside the FWO to support the families.</p> <p>There will be whole school attendance assemblies with incentives to encourage and promote children attending school.</p>		
<p>Each class to have a bagel for each child every morning. This will support the children's energy and ability to sustain focus during the morning session.</p>	<p>In reference to Maslow's Hierarchy of Needs, we ensure children have a nutritious breakfast.</p> <p>Attendance will improve for PP children as a result of this strategy. Providing the bagels, also supports engagement in learning and attainment. Our free breakfast club is running, in which additional breakfast is provided. Every PP child also has the opportunity for milk each morning using the Cool Milk scheme.</p> <p>The Magic Breakfast founders outline the benefits of providing breakfast as hungry children cannot concentrate when hungry and therefore will affect children's well-being and academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/EEF_Project_Report_Magic_Breakfast.pdf</p>	<p>3</p> <p>£15,146</p>
<p>The aim is to allow PP pupils to access new experiences which they otherwise would not be able to.</p> <p>The aim is to boost pupil's confidence and self-esteem. Furthermore, this will have a positive impact on their learning linked to the whole school curriculum.</p>	<p>Mowmacre Hill Primary theme for trips is identified as 'Looking beyond Mowmacre'. Many of our children do not have access to opportunities outside of the Mowmacre Hill Estate. Each year group strategically plans trips that can provide life experience, that they may not be exposed too.</p> <p>Among the many potential outcomes, research has shown that field trips:</p> <ul style="list-style-type: none"> □ Expose students to new experiences and can increase interest and engagement in science regardless of prior interest in a topic (Kisiel, 2005; Bonderup Dohn, 2011), □ Result in affective gains such as more positive feelings toward a topic (Csikszentmihalyi & Hermanson, 1995; Nadelson & Jordan, 2012). □ Are experiences that can be recalled and useful long after a visit (Salmi, 2003; Falk & Dierking, 1997; Wolins, Jensen, & Ulzheimer, 1992). 	<p>Challenge 2</p> <p>£10,000</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	
Work alongside children's families to ensure that there is increased support in school and in the home.	<p>Demand from families wishing to access this support has continued to rise. FSO also plays a significant role in safeguarding children. The FWO supports the Attendance Officer and wellbeing team to ensure families are being included and communicated with during the process of improving support for pupils. FWO also is the foodbank coordinator.</p> <p>Maslow's Hierarchy of Need – ensure that children have basic needs met.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>Challenge 3</p> <p>£28,940</p>

Total budgeted cost: £ 251,018

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year, our Pupil Premium strategy reinforced a whole-school commitment to supporting disadvantaged pupils. Through targeted teacher research and continuing professional development (CPD) activities, we elevated the significance of these pupils, ensuring that our strategy was central to all school improvement initiatives. This is reflected in the 40% of PP children achieving expected standard inline with their peers.

In the academic year 2024/25, emphasis on writing will remain a priority. Each teacher has been allocated an additional two hours per week for professional development and coaching, primarily focusing on addressing the needs of disadvantaged pupils. This dedicated time has been instrumental in enhancing teachers' proficiency with Microsoft Educational Technology, culminating in the school attaining the status of a Microsoft Showcase School. The integration of educational technology has enabled educators to better target their learners, utilising pre-recorded lessons, academic platforms, and OneNote for tailored learning experiences. In addition, in the spring term of 2025, a new reading scheme will be implemented, which teachers utilised their TDT (to explore its components thoroughly). Additionally, educators have engaged in online training to enhance their understanding and effectiveness in delivering the programme, fostering improved literacy outcomes for students.

We have provided support for families including food parcels, coffee morning and family learning opportunities, in which parents have free access to further their own learning and gain qualifications.

Real life experiences and opportunities - *We possess a comprehensive array of case studies reflecting various year groups, though these are not included here due to GDPR regulations.*

Attendance

Mowmacre's disadvantaged children's attendance is only marginally below the national average. Attendance officers will persist in promoting good attendance, collaborating with the wellbeing team to ensure continual improvement throughout the 2024/2025 academic year, with the intentions of aligning attendance with that of their peers. PP children had the attendance of 95% over the year and their peers 96%, which narrows the gap to 1%.

Externally provided programmes

Programme	Provider
N/A	N/A
N/A	N/A