



Pupil premium strategy statement 2024-25

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Mount Primary School
Number of pupils in school	337
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	
Pupil premium lead	Z Byrne
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,080
Recovery premium funding allocation this academic year	£5,293
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	£117,373

Part A: Pupil premium strategy plan

Statement of intent

All pupils at Mount Primary School are entitled to a rich curriculum which supports individual needs and supports them to overcome barriers to learning. Disadvantaged pupils will make accelerated progress if off track to ensure they leave school ready to access the next phase of their education.

Our current pupil premium strategy plan is based on ensuring teaching is of a high standard and that targeted academic support is in place through quality first teaching, intervention and tuition. Alongside this we focus on providing excellent mental health support to ensure our children are happy, safe and therefore able to learn. We also provide additional speech and language support thus ensuring our children's ability to communicate is a high priority.

Our key principles are to reduce class sizes to ensure teaching can be as closely tailored as possible to the needs of each class. Deployment of TAs in every class to support children at the point of learning by offering immediate feedback and encouraging the application of skills taught during interventions, ensures the impact of additional adults in lessons. Staff are trained to deliver a consistent mental health approach through PSHE. Speech and language support is available to those identified.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in maths is below non-disadvantaged children in most year groups.
2	Attainment in reading is below non-disadvantaged children in most year groups.
3	Attainment in writing is below non-disadvantaged children in most year groups.
4	Pupil Premium children have lower starting points and make slower progress in EYFS
5	Children's mental health has suffered during the pandemic with more children struggling with anxiety and low self-esteem.
6	Pupil Premium children's attendance is lower than non-pupil premium.

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
Pupil Premium children starting in EYFS have gaps quickly identified and make rapid progress to close them.	<ul style="list-style-type: none">- EYFS staff are trained to identify and plan for gaps in children's knowledge- The EYFS classrooms and outdoor areas support children's development- Accelerated progress for PP children in EYFS
All pupil premium children to make accelerated progress in reading, writing and maths to close the gap between disadvantaged and non-disadvantaged at ARE.	<ul style="list-style-type: none">- Curriculum adapted to address gaps caused by lockdown.- Support for disadvantaged children at the point of learning.- Gap closes between disadvantaged and non-disadvantaged.
Mental health support provided for all children who need it.	<ul style="list-style-type: none">- Mental health provision regularly reviewed and reallocated based on need.- Mental health resources available to all families- Pupil voice shows impact of mental health support in place.
Pupil Premium attendance is in line or above national average.	<ul style="list-style-type: none">- Children with poor attendance identified early and support in place.- Importance of good attendance promoted with children and families.- The attendance gap between PP and NPP closes.

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: £63,342

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reduced class sizes in KS2 to ensure children receive greater targeted support, higher quality interactions with the teacher and more regular feedback, particularly in the core subjects.</i>	<p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p>	1-3
<i>Metacognition training for Maths and English leads</i>	<p>Metacognition and Self-Regulation is one of the most accessed strands of the EEF website. The evidence suggests that the use of these strategies can be worth an equivalent of an additional 7 months progress if used well. The potential of these approaches is very high, particularly with disadvantaged pupils</p>	1-3

<i>Staff Training for My Happy Mind</i>	My Happy Mind is research led and backed by the NHS as statistics show its use in schools has led to a 60% decrease in external exclusions and a 43% decrease in CAMHS referrals. Staff need to be well trained in order to deliver the programme effectively.	5
<i>EYFS training and support from consultant</i>	SAP provide evidence backed approaches and training which have been successful in other schools.	4
<i>Investment in resources and training in the teaching of reading and writing to further develop English curriculum and support mixed class teaching</i>	Resources and training closely aligned to government's reading framework	2&3

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

Budgeted cost: £20,032

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional TA support to provide intervention (including Orrets and Speech and Language) and to provide support and feedback at the point of learning.</i>	EEF research shows that teaching assistant intervention adds an additional 4 months progress over the year. There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.	1-3

<i>Orrets Meadow Teacher support</i>	EEF research shows Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.	1-3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,562

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family support worker 2 days a week to support vulnerable families and children and support attendance</i>	Giving families a constant person to support them during times of crisis is key. Work as part of attendance team to remove barriers	5&6
<i>Pastoral TA 5 mornings a week</i>	Support for family support worker to strengthen pastoral support and ensure issues are addressed early and ongoing support given. Support children with EBSA	5&6
<i>ELSA training for TA</i>	Evidence informed intervention overseen by clinical psychologists	5&6
<i>Investment in EYFS classrooms and outdoor area</i>	Evidence shows that children in EYFS need to learn through structured play and that the learning environment is key to this.	4

Total budgeted cost: £118,936

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 2023-24 academic year.

2023-24 PP Data

EYFS (42)	%	PP (2)	NPP
GLD	67	50	68
All goals exp +	57	50	58
Prime goals exp +	69	50	70
Comm & Lang	74	50	75
PSE	76	50	78
Literacy	67	50	68
Maths	81	50	83

Y1 (48)	%	PP (7)	NPP
Reading	68	57	70
Writing	70	57	73
Maths	79	71	80
Combined	68	57	70

Pupil premium pupils have made good progress in maths, we will continue to fund a model of separate maths classes to ensure this is sustained. Spending in the early years will strengthen the foundations of reading and writing before children move into KS1.

Phonics- Y1

Overall	PP	NPP
81%	83%	79%

Pupil premium pupils have benefitted from smaller class sizes for phonics and outperformed non pupil premium pupils in this area.

Y2 (52)	%	PP (13)	NPP
Reading	75	54	82
Writing	65	46	72
Maths	77	54	85
Combined	65	46	72

Overall attainment for pupil premium children in this year group is below non pupil premium children. There is some overlap with pupil premium and send in these classes which must be considered. Additional support through Orrets Meadow will be put in place for these children as they move to Year 3.

Y3 (50)	%	PP (6)	NPP
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Reading	74	67	75
Writing	66	50	68
Maths	76	50	80
Combined	64	33	68

Y4 (53)	%	PP (15)	NPP
Reading	74	53	82
Writing	70	53	79
Maths	74	47	82
Combined	68	47	76

Y5 (49)	%	PP (10)	NPP
Reading	69	70	69
Writing	55	70	51
Maths	65	50	69
Combined	49	50	49

Pupil premium children in Y5 have achieved well in reading and writing. Analysis of the strategies which worked well for these pupils will be shared across the team. The focus of a lot of Orrets Meadow support and intervention from trained TAs has been in this year group and this data reflects the impact.

Pupil premium children do less well in maths across KS2, work will be done by the maths leads to try to unpick this and identify where gaps lie and support needs to be targetted.

Teacher Assessment Y6

Y6 (44)	%	PP (17)	NPP
Reading	80	71	85
Writing	73	59	82
Maths	71	59	78
Combined	61	47	70

Individual PP children are discussed at least termly during pupil progress meetings and strategies in place to accelerate learning.

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
Reading Eggs	Blake eLearning
Maths No Problem	Maths No Problem
My Happy Mind	My Happy Mind

End of year evaluation