



Pupil Premium Grant Strategy Statement:

September 2021

Statement of Belief

Mossley Primary School receives a 'Pupil Premium Grant' from the Government for each child that is eligible for free school meals ('FSM'), or has been eligible at any time in the last six years. This is not part of the Universal Free School Meal for Reception to Year 2. A similar grant is also received for children in the care of the Local Authority (LAC), children of armed forces personnel and children who have been adopted.

As an inclusive school, Mossley primary believes no pupil should be disadvantaged as a result of background and we ensure resources and support is provide for all children who may or may not be eligible for Pupil Premium funding.

As a school we ensure that teaching and learning opportunities are as diverse as possible catering for all abilities and developing all curriculum areas. In addition we believe that education extends beyond the classroom into the wider world. Therefore funding is allocated on a personalised needs basis both in and out of school. Happy children make happy learners therefore a lot of our funding goes towards ensuring that our children's emotional needs are being met.

To meet this philosophy at Mossley we are committed to using the Pupil Premium Grant to offer a range of intervention groups and support to improve both academic and emotional outcomes.

Summary Information as known September 2021: Mossley Primary

Number of pupils and pupil premium grant (PPG) received academic year 2020 - 2021.		
Total number of pupils on roll	429	
Total number of pupils on role known to be eligible as PP children	2020-21 – 32 pupils from reception to YR 6	
Amount of PPG received per pupil	£1345 FSM/ever6 £2345 LAC /Adopted	
Total amount of PPG received	£ 28684	
Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)		
	2020	2021
% of pupils making at least expected progress in reading	Not measured	Not measured
% of pupils making at least expected progress in writing	Not measured	Not measured

% of pupils making at least expected progress in maths	Not measured	Not measured
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Barriers to future attainment (for pupils eligible for PPG)

Barriers to future attainment can take many forms, in-school barriers and external barriers. As noted above funding is allocated following an individual needs analysis to identify priority spending. As a school we believe the school should respond to the needs as identified. Our main barriers to learning are summarised below:

- Children do not have a set morning routine so are late and therefore not ready for their learning.
- Early trauma and/or on going attachment issues.
- Pupils with emotional/social/behavioural development issues.
- Movement between schools for individuals.
- Poor speech and language skills on starting FS
- Poor self-confidence.
- Poor mathematical skills.
- Poor reading skills.
- Lack of enrichment experiences.

It is acknowledge that not all pupils who receive PPG are socially disadvantaged and that some socially disadvantaged pupils do not qualify for PPG.

In essence, Pupil Premium grant supports provision of both teaching and support staff time to work with groups of eligible pupils who require intensive support to ensure they make at least expected progress each year.

Overall Desired Outcomes

That all our children make at least expected progress from their starting point and expected standard of attainment.

That all our children have the life skills and emotional resilience to enjoy and succeed during their school journey and they apply this as they move into adult life.

Measuring the Impact

Teachers will use the school's internal tracking system to measure progress to meet outcomes and targets set within the classroom.

Evidence based interventions – before and after impact (emotional and academic)

Pupil progress meetings held termly with pupils, class teachers, parents and the Pupil Premium Manager.

**Record of PP grant spending by item 2020/2021.
£28684**

Project	Cost	Objective	Impact	Next steps
ELSA	£28000 salaries	To build resilience and develop self-esteem.	Strengths and Difficulties Questionnaire (SDQ) scores from both home and school show a slight reduction in total overall difficulties.	Extend the capacity to two afternoons a week.
1:1 high Intensity teaching sessions	Included above	To help reinforce objectives from that day's literacy and numeracy lessons to ensure misunderstandings are reduced.	The children are better prepared and confident in moving on with their learning the next day.	Continue with this strategy.
Small group pre learning sessions.	Included above	To prepare the children for new learning in class.	The children are more confident in class.	Continue with this strategy.
TA led Numeracy intervention programme- first class for number.	Included above	To help fill the gaps in basic learning in maths.	93% of pupils who accessed the intervention made rapid progress.	Continue to offer interventions next year – needs driven.
ELKLAN trained TA's	Included above	To identify and deliver Speech and language interventions.	All Rec/Y1 have been screened and bespoke interventions are in place.	Continue next year.
Infant Language link	£300	To screen the foundation stage pupils and KS1 to ensure that early interventions can be put in place for any speech and language difficulties as quickly as is possible.	Any speech and language difficulties were picked up and appropriate interventions were been put in place much quicker. Referrals to speech and language have reduced.	Very successful in identifying expressive and receptive language difficulties. Extend to KS2.

Summary of planned spending 2021/2022
£26900

Support staff salaries to run bespoke interventions across the school.	£23000
Junior language link	£500
Residential costs	£3000
Play therapy	£400

Desired outcomes 2021/2022

All children regardless of PP status make at least expected progress across KS1 and KS2.

The progress made by PPG children at the end of KS2 is in line with progress made by non PPG pupils across the whole school.

The progress made by PPG children at the end of KS2 is in line with progress made by other PPG pupils nationally.

PPG children will be able to access the extra opportunities provided by the school if they wish to.

PPG children have easy access to staff trained to support their emotional wellbeing thus allowing them to feel secure and access their learning without anxiety therefore raising their attainment.

Overall Desired Outcomes

That all children make at least expected progress from their starting point and expected standard of attainment.

That all our children have life skills and emotional resilience to enjoy and succeed during their school journey and they apply this as they move into adult life.