

Pupil premium strategy statement – Mossley CE Primary School

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	420
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 2024/25 2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Helen Harrison - Headteacher
Pupil premium lead	Ben Heades - Deputy headteacher
Governor / Trustee lead	Dorothy Dentith - Pupil Premium link governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 49, 340
Recovery premium funding allocation this academic year	£ 3, 770
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£ 53, 110

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We also aim to develop the cultural capital of all of our pupils through both our school's curricular and extra-curricular offer, and want to ensure that all pupils, irrespective of their backgrounds, have the appropriate opportunities and experiences. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by all vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Evidence proves this 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for targeted educational support for those pupils, including non-disadvantaged pupils, not academically in line with their peers. Our intention is to offer a wide variety of targeted interventions for those pupils who need extra support to close any gaps with their peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- ensure that disadvantaged pupils are supported, where needed, to access all opportunities and experiences available to them
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Regularly review the impact of our pupil premium strategy

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>KS1 data over the last 3 years shows that between 25 - 40% of our disadvantaged pupils achieve below age-related expectations compared to 12 - 30% of all pupils. This gap widens in KS2, with between 50 - 67% of our disadvantaged pupils achieving below age-related expectations compared to 10 - 24% of all pupils.</p>
2	<p>Maths Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>KS1 data over the last 2 years shows that between 25 - 33% of our disadvantaged pupils achieve below age-related expectations compared to 25 - 22% of all pupils. This gap widens in KS2, with between 25 - 37% of our disadvantaged pupils achieving below age-related expectations compared to 9 - 19% of all pupils.</p>
3	<p>Writing Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>KS1 data over the last 2 years shows that between 67 - 75% of our disadvantaged pupils achieve below age-related expectations compared to 36 - 48% of all pupils. In KS2, between 25 - 50% of our disadvantaged pupils achieve below age-related expectations compared to 9 - 16% of all pupils.</p>
4	<p>Equal opportunities Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the rise in cost of living, and to a greater extent than for other pupils. This impacts on the development of some disadvantaged pupils' cultural capital.</p>
5	<p>Well-being Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

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
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2025/26 show that more than 66% (2/3) of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 66% (2/3) of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 66% (2/3) of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>

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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1,2 & 3
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1,2 & 3
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1 & 2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access and CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Enhancement of our teaching and pedagogical approaches in line with EEF guidance.</p> <p>We will fund key technology to support our '5 a day' approach for all pupils, including disadvantaged pupils, particularly those with SEND.</p>	<p>High quality teaching benefits pupils with SEND The 'Five-a-day' principle EEF</p>	1, 2 & 3

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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>Improving Social and Emotional Learning in Primary Schools EEF</p>	5
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding effective, researched-based interventions across the school which provides a blend of, 1-2-1 and small group work to support pupils whose education has been most impacted by the pandemic, and support those who have gaps in learning compared with their peers. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>interventions 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:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p> <p>Teaching Assistants Making the Best Use of Teaching Assistants guidance report EEF</p>	1, 2, 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1 & 3
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of</p>	1, 2 & 3

who have relatively low spoken language skills.	the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	5
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers in partnership with the LA to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Enable all disadvantaged pupils to have access to enrichment activities offered through the school	The EEF guide to Pupil Premium Menu of approaches EEF Extracurricular activities, including sports, outdoor activities, and arts and culture - for example, music lessons	4

	and school trips may increase engagement in learning.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 52,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 1 PSC 2023 (3 pupils)

<i>Mossley All Pupils</i>	<i>Mossley Pupil Premium</i>	<i>National Pupil Premium</i>
87%	67%	67%

KS1 Outcomes 2023 (4 pupils)

	<i>Mossley All Pupils</i>	<i>Mossley Pupil Premium</i>	<i>National Pupil Premium</i>
<i>Reading</i>	70%	75%	60%
<i>Writing</i>	52%	25%	58%
<i>Maths</i>	75%	75%	59%

KS2 Outcomes 2023 (4 pupils)

	<i>Mossley All Pupils</i>	<i>Mossley Pupil Premium</i>	<i>National Pupil Premium</i>
<i>Reading</i>	81%	50%	54%
<i>Writing</i>	84%	75%	44%
<i>Maths</i>	81%	75%	56%

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

When analysing the performance data, the school considers the relatively low proportion of disadvantaged pupils compared to their peers. (Year 1 - 5% of cohort; KS1 - 7% of cohort; KS2 - 6% of cohort). When considering Pupil Premium alone, each disadvantaged pupil in both KS1 & 2 made up 25% of the total; in year 1, each

disadvantaged pupil made up 33.3%. This means that each individual's results has a huge sway on the overall outcomes. In contrast, when looking at all pupils within a cohort (including disadvantaged and non-disadvantaged pupil), each child in year 1 and KS1 made up 1.7% of the cohort; each child in KS2 made up 1.6% of the cohort. These caveats need to be considered when reading the analysis below.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2022/23 was stronger than other disadvantaged pupils nationally, in Maths and Reading, in both KS1 & 2. It was also stronger in Writing in KS2. However, it was significantly lower in Writing in KS1 (in-line with all pupils in this specific cohort). The progress and attainment of the school's disadvantaged pupils in the Phonics Screening Check (PSC) was in-line with other disadvantaged pupils nationally.

Generally, the performance of disadvantaged pupils at Mossley was not as strong as non-disadvantaged pupils. However, generally, the attainment gap between these two groups of pupils is smaller than when the same comparison is made on a national level.

Furthermore, the academic performance of disadvantaged pupils (KS2) in 2022/23 has generally improved on that of 2018/19 (pre-pandemic):

<i>Disadvantaged pupils</i>	<i>Mossley 2018/19</i>	<i>Mossley 2022/23</i>
<i>Reading</i>	<i>50%</i>	<i>50%</i>
<i>Writing</i>	<i>63%</i>	<i>75%</i>
<i>Maths</i>	<i>63%</i>	<i>75%</i>

This is not reflective of the national picture where since the COVID pandemic, the attainment gap between disadvantaged and non-disadvantaged has increased.

These results mean that we are at present on course to achieve the outcomes that we set out to achieve by 2025/26, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

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