

3 YEAR PUPIL PREMIUM STRATEGY

2023/24

2024/25

2025/26

Pupil Premium: Context Data

PP

28 pupils

This includes FSM, PP and PP+ pupils

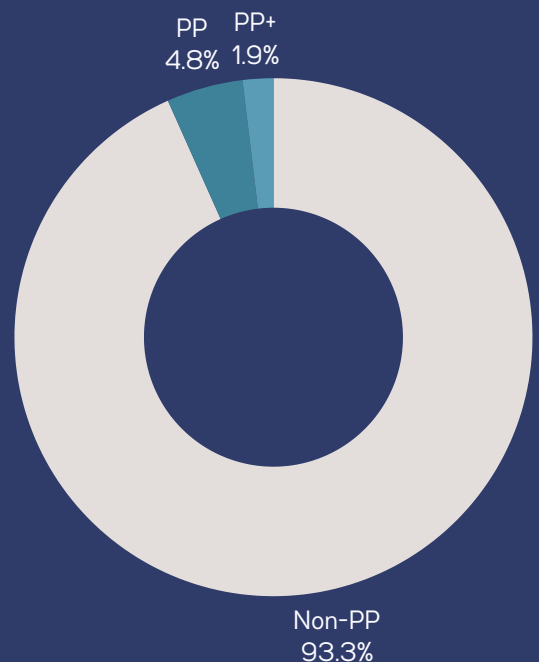
6.7%



16



12



DATA

ASSESSMENT DATA



KS1 PSC

No. of PP pupils in cohort

4

3

2

KS2 READING



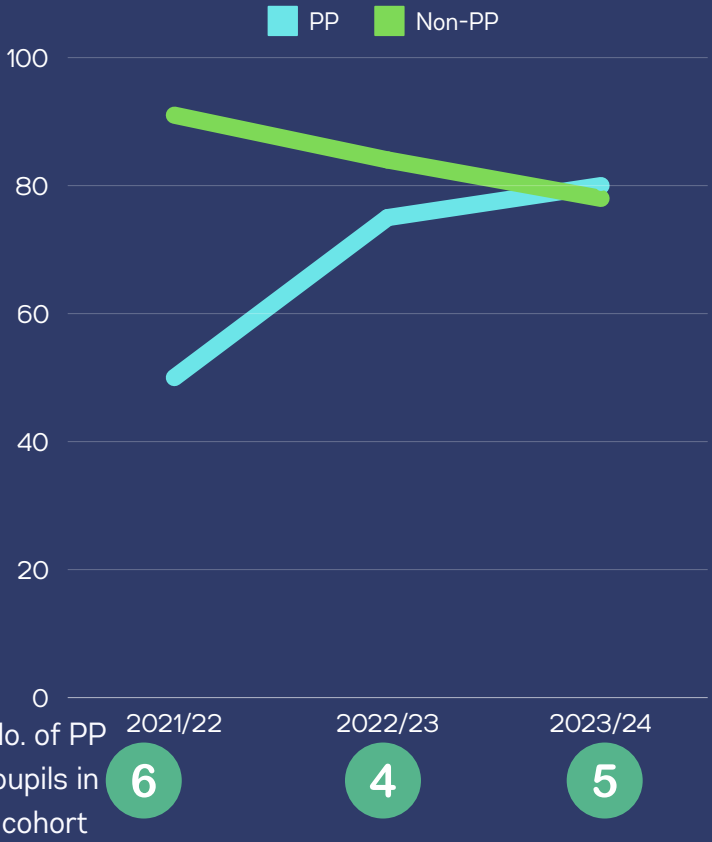
No. of PP pupils in cohort

6

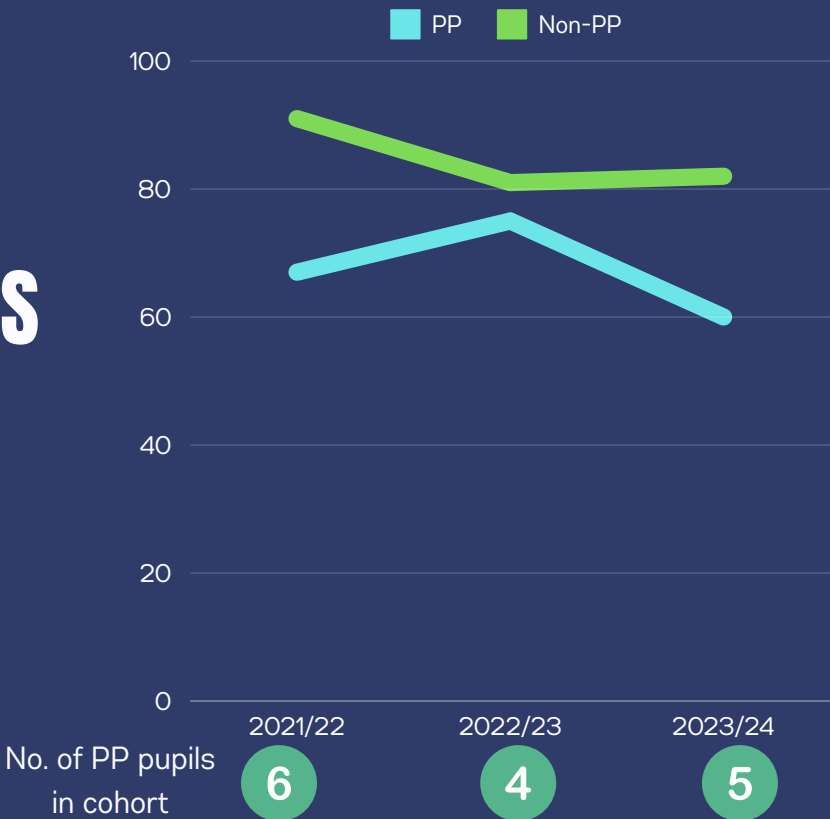
4

5

KS2 WRITING

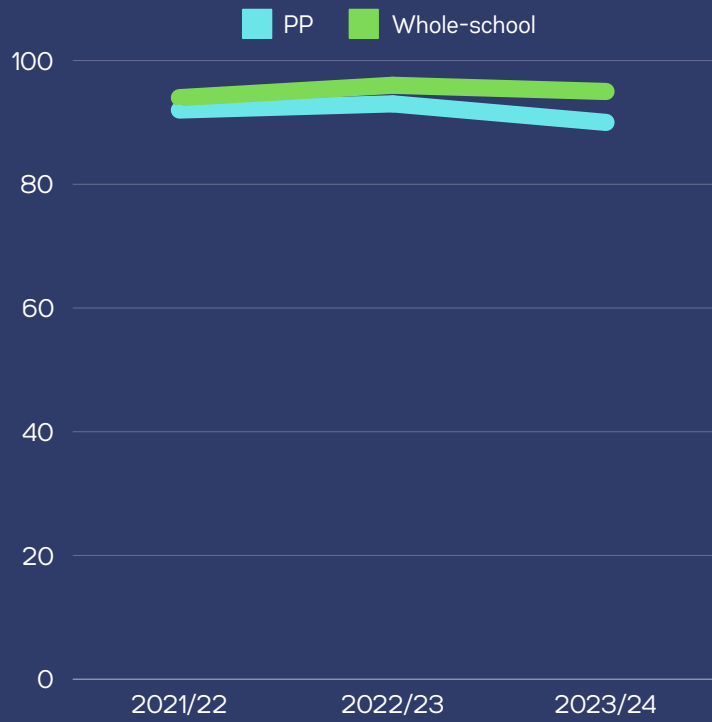


KS2 MATHS



DATA

OTHER DATA



ATTENDANCE

DATA

LIMITATIONS

Due to our low pupil premium numbers, individual pupils tend to have a large sway on outcomes. For example, in 2023/24, there were five pupils, each one making up 20% of our PP end of KS2 outcome data. In year 2, there are 2 PP pupils; each one is worth 50% of that year's PP outcome data.

CHALLENGES

1

Raise the attainment of PP pupils in reading to close the attainment gap with their peers.

2

Raise the attainment of PP pupils in writing to close the attainment gap with their peers.

3

Raise the attainment of PP pupils in mathematics to close the attainment gap with their peers.

4

Develop our well-being and emotional support offer for PP pupils.

5

Develop the cultural capital of our PP pupils to ensure that they have access to a wide range of opportunities.

1

Raise the attainment of PP pupils in reading to close the attainment gap with their peers.

Reading is one of our top priorities at Mossley. It is a gateway subject that enables pupils to access further curricular areas.

Phonics programmes meet the criteria for the DfE menu of approaches, and there is strong evidence (EEF) that supports the impact it has on disadvantaged pupils.

Ensuring strong foundations has been our main priority to ensure pupils are equipped with the appropriate foundational knowledge.

FFT: Success For All is the systematic synthetic phonics approach we follow in school.

This not only supports high quality teaching through well sequenced lessons and pedagogical approaches, but also includes CPD for staff, and access to diagnostic assessment.



Annual cost:
£1300
3-year
subscription
(£3937.50)

Teachers use their expertise and assessments to analyse performance of pupils. Where progress is a concern, further support through small-group intervention is provided.

FFT: Success For All also provides access to an intervention programme (lightning squad), and also a hybrid spelling/phonics scheme in Y2.

What we did...

- Embedded our phonics programme across EYFS and KS1.
- Monitored the delivery of the programme to ensure it was followed with fidelity.
- Increased the number of small-group support sessions for those pupils where progress was a concern.
- Increased the number of books in school to ensure that they matched the phonics programme being taught in school.
- Increased the number of class texts available for PP pupils throughout the school to improve access to the curriculum.
- Introduced 'pleasure for reading' sessions to further improve pupil attitude towards reading.
- Increased the number of pupils accessing 'Lightning Squad' intervention.

Impact...

- **50% of our PP pupils (2) met the expected standard** in their PSC. Comparatively, 68% of disadvantaged pupils met the expected standard.
- **60% of our PP pupils (5) met the expected standard** in the end of KS2 SATS. The national average for PP pupils was 62%. 20% (1) achieved a scaled score of 99 (1 scale point from meeting ARE); this did not reflect the reading ability of this pupil as he demonstrated that he could read at the expected standard throughout the year. One pupil was disapplied from the assessment. Of the four pupils who completed the assessment, their **average scaled score was 106**.
- Internal data indicates 15 (51%) of PP pupils did not meet age related expectations (ARE) in 2023/24.
- 14 (48%) of PP pupils accessed at least one form of enhanced reading provision:

| Daily Reading | Extra Phonics Support | Early Bird - Reading comprehension | Small group reading intervention | Lightning Squad |
|---------------|-----------------------|------------------------------------|----------------------------------|-----------------|
| 5 | 2 | 4 | 2 | 7 |

- Of the 15 pupils who were not on track, 8 made progress based on standardised scores. 4 of these pupils significantly closed the gap to achieve a scaled score in line with ARE.

2023/24

Impact continued...

- Lightning Squad Intervention Impact:

| | WCPM | Reading Fluency Age |
|-----|------|---------------------|
| PP | +25 | +1:2 |
| PP+ | +19 | +1:1 |

*Some pupils completed multiple cycles (12 weeks) to meet their needs.

2024/25 - 2025/26

What we intend to do...

- Ensure that small group phonics interventions are delivered to 100% of PP pupils who are not on track to meet ARE in year 1.
- Build on the success of Lightning Squad by increasing the number of PP pupils accessing the intervention.
- Implement FFT Guided Reading scheme in Year 2 to support pupils and staff in the delivery of high quality reading development.
- Trial, monitor and analyse FFT: Reading Quest intervention to support pupils in KS2.
- Continuously monitor and revisit our approach to improving reading outcomes for PP pupils, as part of the implementation cycle.

By the end of this 3 year plan...

- Have 100% of PP pupils (1) meeting the expected standard in Y1 PSC.
- Have 67% of PP pupils (3) meeting the expected standard in KS2 SATS.
- Have 100% of PP pupils who are not on track for ARE in reading accessing at least one form of intervention that closes the attainment gap between them and their peers.

2

Raise the attainment of PP pupils in writing to close the attainment gap with their peers.

Writing is one of our top priorities, not just for PP pupils, but as a whole school focus. A pupils writing ability affects their ability to evidence understanding of the wider curriculum.

Writing results for all pupils have fallen over the last 3 years, yet still remain above the national average. For PP pupils, there has been a rising three-year trend, and in 2023/24, PP pupils outperformed non-disadvantaged pupils in KS2 SATS.

However, internal data suggest that this is not the case throughout the school, and PP pupils do not achieve as well as non-PP pupils.

We identified that assessment of writing was an area for development and so invested in CPD for writing assessment/moderation training for all teachers.

cost:
£500

We also focused on developing our curriculum to improve the sequence of teaching to more accurately support the process of writing, and provide greater emphasis on transcription.

CPD with external expert was delivered to all staff. This developed staff confidence in assessing writing and their ability to identify gaps in pupils knowledge.

The DfE suggest that CPD to develop high quality teaching is an effective way to use the Pupil Premium Grant (PPG).

2023/24

What we did...

- Provided CPD on writing moderation from an external expert for all staff.
- Provided CPD for Year 6 writing moderation through LA.
- Adapted our curriculum to ensure explicit coverage of punctuation and grammar sessions.
- Introduced 'FFT: Spelling with the Jungle Club' in Year 2, a hybrid approach to spelling through phonics/spelling patterns.
- Introduced the same programme in Year 3 to tackle the cohort-specific weakness in spelling.
- Ensured that daily handwriting sessions were implemented across the school to improve transcription.
- Evaluated the writing curriculum and identified its limitations, before enhancing our offer.

Impact...

- **80% of our PP pupils (5) met the expected standard** in the end of KS2 SATS. One pupil was Pre-Key Stage (PKS), and accessed a personalised curriculum.
- Internal data indicates 18 (62%) of PP pupils did not meet age related expectations (ARE) in 2023/24. **The single biggest barrier to pupils not meeting the expected standard was transcription** (handwriting).
- **Staff feedback suggested that the new approach to spelling in Y2 was successful.** However, **in Y3, staff felt that the approach was not suitable for their pupils and had minimal impact.**

2024/25 - 2025/26

What we intend to do...

- Implement our new writing curriculum that is driven by the process of writing and the outcome.
- Improve our approach to transcription, including internal CPD, supported by evidence from the National Handwriting Association (NHW) and OFSTED's 'Strong Foundations' (2024) report.
- Provide CPD through external expert on transcription and the teaching of handwriting.
- Develop a more rigorous approach to assessing handwriting.
- Provide CPD on the modelling of writing through external expert.
- Continuously monitor and revisit our approach to improving writing outcomes for PP pupils, as part of the implementation cycle.
- Assess our approach to oracy across the curriculum.
- Initiate membership of Voice 21 (Oracy Support) in 2025-26.
- Develop a 'foundational knowledge' progression document that explicitly highlights termly expectations in all year groups to further support teacher assessment.

By the end of this 3 year plan...

- Have a curriculum that is built upon strong foundational knowledge and skills in writing.
- Improve the transcriptional ability of PP pupils to remove the barrier to writing it currently presents. This will be reflected in our internal data across the school.
- Have 67% of PP pupils meeting the expected standard in KS2 SATS.

3

Raise the attainment of PP pupils in mathematics to close the attainment gap with their peers.

In 2022/23, 75% of PP pupils achieved the expected standard in mathematics (KS2 SATS).

However, in 2023/24, PP outcomes in mathematics fell to 60%.

This fall in outcomes was also reflected in our internal data.

As a result, we contacted our local Maths Hub, and joined their 2023/24 programme which was primarily focusing on representation.

Two members of staff have been released for this CPD. Releasing staff for CPD meets the criteria for the DfE's menu of approaches.

Delivering a mastery approach to Mathematics is supported by research to have an impact on pupil progress (EEF)

cost:
£1000

2023/24

What we did...

- Provided IDL Maths intervention for a small number of PP pupils.
- Provided small group interventions through early bird and after-school sessions.
- Supplemented our maths curriculum with more fluency-based practise.
- Used NTS: Mathematics diagnostic assessments.

Impact...

- 60% of our PP pupils (5) met the expected standard in the end of KS2 SATS. The national average for PP pupils was 59%. One pupil was Pre-Key Stage (PKS), and accessed a personalised curriculum. Of the four pupils who completed the assessment, **their average scaled score was 105.**
- Internal data indicates 16 (55%) of PP pupils did not meet age related expectations (ARE) in 2023/24.
- 6 of these pupils raised their attainment throughout the year to close the gap with their peers and bring them closer to meet ARE.

2024/25 - 2025/26

What we intend to do...

- Complete the 'Representation' programme being led by our local Maths Hub in 2024/25, using this process to implement changes within our curriculum and classroom pedagogy. Maths lead to provide internal CPD based on findings.
- Complete Maths Hub 'Mastering Number' for EYFS/KS1 CPD in 2025/26 (Currently on waiting list).
- Provide IDL Maths intervention for a greater number of pupils to ensure that gaps in knowledge are addressed.
- Trial the use of White Rose assessments to provide more accurate assessment data.

By the end of this 3 year plan...

- Have 67% of PP pupils (3) meeting the expected standard in KS2 SATS.
- Have 100% of PP pupils who are not on track for ARE in reading accessing at least one form of intervention that closes the attainment gap between them and their peers.

4

Develop our well-being and emotional support offer for PP pupils.

Some pupils are not always emotionally ready to learn. This impacts upon their ability to access the curriculum. Ensuring that we have the correct provision in place to cater for pupils who struggle with emotional regulation is a top priority at Mossley.

We have a tiered approach within school to support our pupils. Our PSHE curriculum covers aspects of emotional literacy.

For pupils that need further support, we provide a host of approaches, including regular check-ins, meet and greet arrangements, Pets as Therapy sessions, ELSA interventions, and Play Therapy sessions.

cost:
TA deployment
We have budgeted approximately £52,000 for TA deployment. Four TAs deliver ELSA, plus other key interventions, as well as enhance the high quality provision within the classroom.

ELSA is the first level of intervention that we provide for our pupils. Many of our PP pupils access this.

We provide play therapy for our pupils with greater emotional needs. This is provided through our ECP membership.

cost:
Staff training
£500

cost:
ECP
£5700
(Our membership to the ECP provides much more than access to Play Therapy).

EEF research suggests the Social and Emotional Learning (SEL) has a positive impact on academic outcomes. It also meets the DfE criteria within their menu of approaches. Whilst the security of the evidence is low, we feel that the pupils who access our emotional support interventions improve social interactions between pupils.

2023/24

What we did...

- Increased our ELSA delivery by training a further three staff (2TAs and SENCO). This meant that our capacity to deliver our intervention increased by 150%.
- Introduced Pets as Therapy sessions for to support pupils with emotional regulation.

Impact...

- 16 (55%) of our PP pupils accessed at least one form of emotional support.
- Whilst the majority of PP pupils who accessed at least one of these interventions made academic progress, there are too many variables to identify any direct impact from them through 'hard data'.
- Pupils' social interaction and attitude towards learning appeared to improve.

2024/25 - 2025/26

What we intend to do...

- Continue to implement our approach to emotional support.
- Improve analysis of impact through pupil voice and impact on attendance.

By the end of this 3 year plan...

- Continue to ensure that any PP pupil that needs access to emotional support is identified and provided with the appropriate level of support in a timely manner.

5

Develop the cultural capital of our PP pupils to ensure that they have access to a wide range of opportunities.

We are aware that **some** PP pupils **may** not get the same experiences of non-disadvantaged pupils.

Due to this, we use some of our PPG to ensure that our PP pupils have access to experiences that develop their cultural capital.

In the first instance, we have developed our curriculum to enhance the knowledge and understanding of our world for our pupils.

We also ensure that all of our Free School Meal (FSM) pupils have access to all school trips and residential. This includes trips to the Zoo and museums, our annual whole-school trip to the Pantomime, Moss Fest, and our residential abroad in Year 6.

Our PKC membership provides a well sequenced, knowledge-rich curriculum for our pupils.

Budgeted cost:
£5000

Access to CPD to support subject leaders

Annual cost:
£1500

Providing extra-curricular experiences such as school trips is in line with the DfE menu of approaches, as part of the 'wider strategies' tier.

2023/24

What we did...

- Continued to implement our PKC curriculum to ensure that PP pupils have access to a knowledge-rich curriculum that develops their understanding of the world in which they live.
- Ensured that PP pupils had access to school trips and residential.

Impact...

- **100 % of FSM pupils** were offered financial support to partake in school trips. **All FSM pupils** attended year group specific trips.
- **100 % of FSM pupils** had access to financial support for our Year 6 residential.

2024/25 - 2025/26

What we intend to do...

- Continue to provide financial support for all FSM pupils for school trips and residential.
- Continue to monitor the impact of our curriculum on the cultural capital of our PP pupils.