

# Pupil Premium Strategy Statement 2024 - 2027

*'Working together to achieve success'*



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 outcomes for disadvantaged pupils last academic year.

## School overview 2024/25

Detail	Data
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	34.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Governing Body
Pupil premium lead	Rob Smith, Headteacher
Governor lead	Nichola Buczynski, Chair

## Funding overview 2024/25

Detail	Amount
Pupil premium funding allocation this academic year	£108,040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£108,040

# Part A: Pupil premium strategy plan

## Statement of intent

Closing the attainment gap between disadvantaged children and their peers is our greatest challenge at Mossgate Primary School. The gap is entrenched and complex, and most lie beyond our school. However, it is clear that we can make a difference based on evidence. Great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.

Our evidenced-informed approach to Pupil Premium spending has helped us to:

- Compare how similar challenges have been tackled in other schools
- Understand the strength of evidence behind alternative approaches
- Consider the likely cost-effectiveness of a range of approaches

We use the EEF's tiered approach which focuses on high quality teaching, targeted academic support and wider strategies.

### 1. High quality teaching

Spending on developing high quality teaching includes investment in professional development, training and support for teachers new to the profession. Ensuring that an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient to of a successful school and should rightly be a top priority for pupil premium spending.

### 2. Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.

### 3. Wider strategies

Wider strategies relate to the most significant non-academic challenges to success in school, which may also negatively impact upon academic attainment, including:

- attendance and levels of persistent absence
- behaviour incidences and exclusions
- social and emotional support, including mental health, and safeguarding concerns

Many approaches within the tiered approach will overlap categories, and the balance between categories will vary from year to year as our priorities change. Before writing this plan, we also reviewed the EEF's:

- ['Putting Evidence to Work: A School's Guide to Implementation'](#)
- ['The EEF Guide to the Pupil Premium'](#)
- ['Making the Best Use of Teaching Assistants'](#)
- ['Teacher Feedback to Improve Pupil Learning'](#)
- ['Working with Parents to Support Children's Learning'](#)
- ['Improving Social and Emotional Learning in Primary Schools'](#)

## Challenges

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

Challenge number	Detail of challenge – Updated December 2024
1	Disadvantaged pupils have <b>multiple barriers to learning</b> including SEND (24 pupils), behaviour, support from external agencies (11 pupils) and historical attendance (12 persistent absentees and 25 pupils <96%) and punctuality concerns (7 pupils).
2	Underdeveloped <b>oral language skills, vocabulary gaps</b> and difficulties with <b>phonics</b> and <b>early reading</b> skills negatively impacts on some disadvantaged pupils' ability to access the curriculum fully.
3	Levels of <b>parental engagement, support</b> with learning at home and access to <b>clubs and visits</b> are lower for disadvantaged pupils.
4	Disadvantaged pupils are less likely to use <b>metacognitive</b> and <b>self-regulatory</b> strategies without being explicitly taught these.

## 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
Needs are met within level 1 and 2 of the continuum of need.	<ul style="list-style-type: none"> <li>SEND needs of pupils are identified early with specialist advice sought and acted on by all staff.</li> <li>Attendance in line with national and improved attendance and punctuality for all pupils.</li> <li>Early help and support from external agencies ensure that family needs are met and do not escalate to Child Protection.</li> </ul>
Improved levels of oral language, vocabulary and reading.	<ul style="list-style-type: none"> <li>Y1 phonics screening above national expectations.</li> <li>Accelerated progress of oral language of children identified by the Reception baseline.</li> </ul>
Improved levels of parental engagement support.	<ul style="list-style-type: none"> <li>Parents are provided with practical strategies through resources, workshops and online support to assist with learning activities at home.</li> <li>Parents feel more confident to support reading and phonics at home.</li> <li>Tailored school communications to encourage positive dialogue about learning through the school app, workshops and learning afternoons.</li> <li>Disadvantaged children accessing at least one after school club and all residential and visits.</li> </ul>
Children are able to manage their own learning and feelings and overcome challenges.	<ul style="list-style-type: none"> <li>Calm and purposeful learning environment ensuring children are ready to learn, free from distractions.</li> <li>Pupil and parent surveys show positive levels for behaviour and learning.</li> <li>Staff consistently use self-regulation, meta-cognition and positive behaviour management strategies.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £43,477

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Additional KS2 teacher and teaching assistant providing tailored teaching and learning in English and Maths for five mornings per week.</li> <li>Ongoing 'Quality First Teaching' supported by evidence informed CPD for teachers and support staff.</li> <li>Whole-class reading approach underpinned by clearly defined formative assessment practices.</li> <li>A broad and engaging curriculum with high quality texts that focuses on vocabulary acquisition.</li> </ul>	<p><a href="#">Small group tuition = 4 months</a></p> <p><a href="#">Reading comprehension = 6 months</a></p>	1, 2, 4

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

Budgeted cost: £182,619

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Full-time Teaching Assistants in every class so that targeted feedback and support (learning, social / emotional or behaviour) can be provided on the same day by either the teacher or TA.</li> <li>Additional KS1 Teaching Assistant focusing on phonics and early reading.</li> <li>Talk Boost intervention for Reception and KS1.</li> <li>Additional TA in Y5 to support complex needs to ensure pupils remain full-time in a mainstream setting.</li> <li>Additional EYFS Teaching Assistant to support high quality continuous provision and language development.</li> <li>Specialist SEND advice to identify barriers to learning, establish targets and strategies to make effective progress.</li> <li>Additional full day for SENDCo to support early identification of needs, referrals and support to staff.</li> </ul>	<p><a href="#">Feedback = 6 months</a></p> <p><a href="#">Teaching Assistant Interventions = 4 months</a></p> <p><a href="#">Phonics = 5 months</a></p> <p><a href="#">Oral Language Interventions = 6 months</a></p> <p><a href="#">Social &amp; Emotional Learning = 4 months</a></p>	1, 2, 3, 4

<ul style="list-style-type: none"> <li>Extend breakfast club provision and make it free to children with poor attendance or punctuality, early help and / or disadvantaged.</li> </ul>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Strengthen parental engagement through regular workshops, shared learning activities in school and tailored materials including videos to support learning at home. Fund teacher release time.</li> <li>Additional half day for Inclusion Leader to ensure early help needs are identified and timely support with external agencies.</li> <li>Close monitoring of attendance and timely intervention.</li> <li>Focus on social and emotional literacy with whole school approaches.</li> <li>Increased participation in enrichment activities including residential visits and extra-curricular clubs.</li> </ul>	<p><a href="#">Parental Engagement = 4 months</a></p> <p><a href="#">Physical Activity = 1 month</a></p>	1, 2, 3, 4

**Total budgeted cost: £232,316**

## Part B: Review of the previous academic year – 2023/2024

### Outcomes for disadvantaged pupils

#### **Mossgate's Attendance**

FSM & LAC/PLAC attendance was 93.4% compared to 94.2% nationally.

FSM persistent absence was 22.8% compared to 35.7 nationally.

#### **KS2 disadvantaged**

63% E+ in Reading, Writing and Maths combined compared to 46% nationally.

81% E+ in Reading compared to 62% nationally.

75% E+ in Writing compared to 58% nationally.

75% E+ in Maths compared to 59% nationally.

#### **Y4 MTC**

The disadvantaged mean scoring full marks was 20.7% compared to 18.9% nationally.

#### **Y1 Phonics Screening Check disadvantaged**

57% (4/7 children) of disadvantaged children passed compared to 68% nationally.