

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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   | Mottram Primary School        |
| Number of pupils in school  | 135                           |
| Proportion (%) of pupil premium eligible pupils   | 16%                           |
| Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b> | 2022/3                        |
| Date this statement was published   | 14 <sup>th</sup> October 2022 |
| Date on which it will be reviewed   | Autumn 2023                   |
| Statement authorised by   | Melissa Scattergood           |
| Pupil premium lead  | Melissa Scattergood           |
| Governor / Trustee lead   |                               |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £30,280 |
| Recovery premium funding allocation this academic year  | £7,100  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £39,380 |

# 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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including making progress for those who are already high attainers.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF has been essential in identifying priorities. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

High quality teaching is at the centre of our approach. We have identified the areas that our disadvantaged children require the most support. Research has proven that this approach will have the most impact on closing the disadvantaged attainment gap.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

## Challenges

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

| Challenge number | Detail of challenge                       |
|------------------|---|
| 1                | Vocabulary and communication skills       |
| 2                | Low resilience and self-regulation skills |
| 3                | Attitudes towards writing                 |
| 4                | Punctuality and Attendance                |

## 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   |
|--|--|
| Where data evidences there is a gap in vocabulary and communication between pupil premium children and non-pupil premium peers, this is reduced by the end of the strategy plan. | <p>The attainment gap between Pupil Premium and non-pupil premium children is less than national (9.3 months of progress. 103.2 scaled score. 68% expected for RWM)</p> <p>Internal tracking and monitoring shows Pupil Premium children progress equal to or greater than their non-pupil premium peers.</p> <p>External school improvement support verifies these findings in pupils' day to day learning.</p> |
| Where data evidences there is a gap in writing between pupil premium children and non-pupil premium peers this is reduced by the end of the strategy plan.                       | <p>The attainment gap between Pupil Premium and non-pupil premium children is less than national (9.3 months of progress. 103.2 scaled score. 68% expected for RWM)</p> <p>Internal tracking and monitoring shows Pupil Premium children progress equal to or greater than their non-pupil premium peers.</p> <p>External school improvement support verifies these findings in pupils' day to day learning.</p> |

|   |   |
|---|---|
| <p>Where data evidences there is a gap in maths between pupil premium children and non-pupil premium peers this is reduced by the end of the strategy plan.</p>   | <p>The attainment gap between Pupil Premium and non-pupil premium children is less than national (9.3 months of progress. 103.2 scaled score. 68% expected for RWM)</p> <p>Internal tracking and monitoring shows Pupil Premium children progress equal to or greater than their non-pupil premium peers.</p> <p>External school improvement support verifies these findings in pupils' day to day learning</p> |
| <p>Where data evidences there is a gap in phonics between pupil premium children and non-pupil premium peers this is reduced by the end of the strategy plan.</p> | <p>Above national average number (95% in 2021) of Pupil Premium children pass the Y1 phonics screening check</p>  |
| <p>Attendance</p>   | <p>Ensure attendance of Pupil Premium is closely monitored and is in line with non-Pupil Premium children</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

Budgeted cost: £5,850

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Quality first teaching for all supported by CPD provided by a Specialist Teacher around the computing framework  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>  | 1, 2                          |
| Pupils are experiencing more age appropriate texts and are hearing others model reading aloud. Pupils with lower reading ages are developing their vocabulary through exposure to more sophisticated texts | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  | 1,2,3                         |
| A consistent, progressive approach to teaching phonics.  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a><br><br>Once the validated schemes have been published research which one best suits our setting and adopt that approach for consistency | 1,2,3                         |
| The structure of our lessons   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>  | 1,2,3                         |

|  |  |  |
|--|--|--|
| focus on mastery and the retention of key maths skills in order to solve problems within a real life context<br>TT Rockstars<br>1 minute Maths<br>Number bots<br>In class TA support |  |  |
|--|--|--|

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

Budgeted cost: £26,862.10

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| To employ a teacher to support 1:1 and small group work for SEN/PP                        | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>                             | 1,2,3                         |
| 1:1 and small group work TA's   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> | 1,2,3                         |
| Release of Assistant Head to support the teaching of smaller groups Maths, Science and RE | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>                           | 1                             |
| 1:1 support for those children with behavioural difficulties                              | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a><br>Global Policing                            | 1,2,4                         |
| Commando Joe's Mini Missions  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> | 1,2,4                         |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £12,529

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Breakfast Club Care<br>Free access to breakfast club for pupils eligible for PP if required | This is to support families around work schedules and to reduce lateness / increase attendance  | 1,2,4                         |
| Musical instrument tuition for PP children  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> |                               |
| Attendance Monitoring/<br>EWO support   | SLA cost for managing attendance for EWO support  | 4                             |
| Robinwood Residential   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>                               | 1,2,4                         |
| PAS Lunchtime clubs and funded after school clubs   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>                               | 1,2,4                         |
| Parental Engagement Co-ordinator  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>                           | 1,2,4                         |

**Total budgeted cost: £45,241.10**

## 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 2021 to 2022 academic year.

#### ▲ Disadvantaged pupil progress scores for last academic year 2022 (7/18 children)

| Measure | Score  |
|---------|--|
| Reading | EXP 85.7% (LA 66.7%, NAT 62.65)<br>GDS 42.9% (LA 18.3%, NAT 17.4%) |
| Writing | EXP 71.4% (LA 57.3%, NAT 55.9%)<br>GDS 0% (LA 2.8%, NAT 6.3%)      |
| Maths   | EXP 57.1% (LA 58.7% NAT 56.7%)<br>GDS 0% (LA 14.2%, NAT 11.8%)     |

#### Disadvantaged pupil performance overview for last academic year 2022

| Measure                          | Score                     |
|----------------------------------|---------------------------|
| Meeting expected standard at KS2 | 57.1% (LA 44%, NAT 43.2%) |
| Achieving high standard at KS2   | 0% (LA 1.2%, NAT 2.9%)    |

Absence taken from IDSR (November 2021)

Overall absence for pupils in receipt of free school meals (8.0%) was in the highest 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17. Persistent absence for pupils in receipt of free school meals (31.3%) was in the highest 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17.

Persistent absence for pupils with special educational needs (3.7%) was in the lowest 20% of all schools in 2018/19.

Overall absence in autumn 2020 for pupils in receipt of free schools meals (2.7%) was in the lowest 20% of all schools.

Overall absence in autumn 2020 for pupils with special educational needs (1.7%) was in the lowest 20% of all schools



## 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*

| <b>Programme</b> | <b>Provider</b> |
|------------------|-----------------|
| Training Space   | Jane Considine  |
| Curriculum       | Kapow           |
| Curriculum       | Cornerstones    |
| Curriculum       | Twinkl          |