



Pupil premium strategy statement – Mottram Church of England 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	134
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/4
Date this statement was published	December 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Rachael Hughes
Pupil premium lead	Rachael Hughes
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,256
Recovery premium funding allocation this academic year	£1,777
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</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.	£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>	£37,033



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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	To improve outcomes in writing.
2	Pupils to describe their emotions more accurately and suggest ways to self-regulate.
3	Improved 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
To improve outcomes in writing.	<ul style="list-style-type: none"> *Data, internal tracking and monitoring to show Pupil Premium children progress equal to or greater than their non-pupil premium peers. *External school improvement support to verify these findings in pupils' day to day learning. *Transcription skills will improve. *Use of higher-level vocabulary. *Communication skills will be developed. *Audience, purpose and motivation for writing will be evident. *Improved outcomes in Phonics.
To describe and regulate emotions more accurately.	<ul style="list-style-type: none"> *Implement My Happy Mind NHS initiative. *Support pupils with tailored interventions. *Pupils will be able to describe their emotions and behaviours. *Improved behaviour around the whole school. *Pupil coaching and happy breathing.



Punctuality and Attendance	*To ensure attendance of Pupil Premium is closely monitored and is in line with non-Pupil Premium children, offering necessary support.
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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: £ 9,406.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure quality first teaching for all, appointed two ECT's (40% staff). This will be supported by CPD provided by structured programmes, experienced teachers modelling and networking.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development *Subject specific staff meetings and Twilight sessions to develop practice *Team teaching for staff development in given curriculum areas. *External training, e.g. The Maths Hub, My Happy Mind NHS, Phonics Development. *ECT Network Training to share good practice. *English Literacy Lead released to complete NPQLL and implement changes. *Observations of teaching across the whole school. *Curriculum coordinators to quality assure through observations, planning and book reviews, meetings and resource audits.	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.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies *Explicit teaching of strategies. *One-to-one reading and guided reading sessions. *Purchase age-appropriate, high-quality texts. *Metacognitive talk to model strategies to support pupils. *Develop a love of reading through events and competitions.	1, 2
A consistent, progressive approach to teaching Phonics	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches	1, 2



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<p>to support improving outcomes in writing.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Once the validated schemes have been published research which one best suits our setting and adopt that approach for consistency.</p> <ul style="list-style-type: none"> *Create, purchase and consistently develop a range of resources to support the teaching of Phonics. *Provide additional, targeted Phonics interventions. *Sufficient joint planning time between professionals. *Phonics observations termly. *Analysis of Phonics data. *Flexible grouping. 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 13,975.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To employ a teacher to support 1:1 and small group work for SEN/PP across all year groups.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <ul style="list-style-type: none"> *Speech and Language *Pre-teaching *Arithmetic Support *5 and 10-minute box *Social Stories *Lego Therapy *Numicon Intervention *Health and Wellbeing *Inference and Reading Support *Write from the Start *Colour Semantics *Transition Support 	<p>1, 2 and 3</p>
<p>1:1 and small group work with TA's.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <ul style="list-style-type: none"> *Transition Support *Health and Wellbeing Support *Individual and Guided Reading *Speech and Language Intervention *Handwriting Support 	<p>1, 2 and 3</p>
<p>Provide quality first teaching in smaller teacher led lessons.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <ul style="list-style-type: none"> *Acting Headteacher to teach specific groups for different curriculum areas. 	<p>1</p>
<p>PSHCE bespoke packages to</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>1, 2 and 3</p>



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support groups of pupils.	*External company, Global Policing, to provide support in school for transition, first aid, coaching and mentoring, and staff training.	
Build resilience, communication and self-regulation skills	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Provide Commando Joe's Mini Missions for pupil premium pupils.	2 and 3

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

Budgeted cost: £17,864.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club Care 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. *Support pupil transition into school. *Provide social skills and communication opportunities	1, 2 and 3
Musical instrument tuition for PP children	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions *External musical service provide music lessons in school to provide equal opportunities.	2 and 3
Attendance Monitoring/ EWO support	SLA cost for managing attendance for EWO support	3
Robinwood Residential	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity *Funding to provide equal opportunities.	1,2 and 3
PAS Lunchtime clubs and funded after school clubs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity *Activities to promote social skills, team-work, resilience and communication development. *Funding to provide equal opportunities.	1, 2 and 3

Total budgeted cost: £ 41,245.85



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Mottram		Local Authority		National	
	Exp	GDS	Exp	GDS	Exp	GDS
RWM (Combined)	100%	0%	44%	1.3%	43.3%	3%
Reading	100%	0%	61.8%	18.3%	59.3%	16.9%
Writing	100%	0%	57.1%	4.3%	57.5%	6.4%
Maths	100%	0%	61.7%	13.2%	58.2%	12.5%

This data is based on 2 pupils.

*Performance data above shows that disadvantaged pupils achieved well at the end of Key Stage 2.

*Performance data in Key Stage 1 shows that disadvantaged pupils achieved well at the end of Key Stage 1.

*The number of pupil premium pupils who did not pass the Phonics check was one more than the number of non-pupil premium pupils.

*The overall attendance percentage for pupil premium pupils is higher than the overall attendance percentage for non-pupil premium pupils. The breakfast club is successful in supporting attendance and punctuality.

*The staff parental engagement coordinator organised and supported different events for parents and carers throughout the academic year.

*Pupil premium pupils have been provided with the same extra-curricular opportunities as their peers.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Training Space	Jane Considine
Curriculum	Kapow
Curriculum	Twinkl
Curriculum	White Rose Maths