



Pupil premium strategy statement – Mottram Church of England Primary School

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

Detail	Data
Number of pupils in school	127
Proportion (%) of pupil premium eligible pupils	25.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	James Malone
Pupil premium lead	James Malone
Governor / Trustee lead	Kate Sanderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,660
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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, 660



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.
4	To improve outcomes in mathematics

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 improve outcomes in mathematics	<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. *Recall of multiplication facts will improve



	<ul style="list-style-type: none"> *Use of higher-level mathematical vocabulary to support reasoning. *Improved outcomes in Year 4 Multiplication Tables Check.
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	<ul style="list-style-type: none"> *To ensure attendance of Pupil Premium is closely monitored and is in line with non-Pupil Premium children, offering necessary support. To engage with families whose attendance is below national average.

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: £ 9,706.02

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 <ul style="list-style-type: none"> *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. *Observations of teaching across the whole school. *Curriculum coordinators to quality assure through observations, planning and book reviews, meetings and resource audits. 	1, 2, 4
Pupils are experiencing more age-	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2



<p>appropriate texts and are hearing others model reading aloud. Pupils with lower reading ages are developing their vocabulary through exposure to more sophisticated texts.</p>	<ul style="list-style-type: none"> *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. 	
<p>A consistent, progressive approach to teaching Phonics to support improving outcomes in writing.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Validated scheme which best suits our setting has been selected and continue to develop implementation.</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. 	<p>1, 2</p>

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

Budgeted cost: £ 22,875.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 Preteaching of mathematics 	<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"> *Interim Headteacher to teach specific groups for different curriculum areas. 	<p>1 and 3</p>



PSHCE bespoke packages to support groups of pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring *External company, Global Policing, to provide support in school for transition, first aid, coaching and mentoring, and staff training.	1, 2 and 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18, 204.25

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: £ 50,785.62



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%	49%	2%	46%	3%
Reading	100%	0%	65%	18%	63%	18%
Writing	100%	0%	61%	4%	59%	6%
Maths	100%	0%	63%	14%	59%	13%

This data is based on 3 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.

*Attendance figures of disadvantaged pupils are slightly below that of their non-disadvantaged peers (93.83%/94.93%)

*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	Twinkl
Curriculum	White Rose Maths
Curriculum	Times Tables Rock Stars
Curriculum	The Spelling Shed



Love



Compassion



Respect



Believe