



Pupil Premium Strategy and Impact Statement

2018 – 2021

Mowbray Primary School: Pupil Premium Strategy and Impact Statement 2018-2021

School overview

Metric	Data
Pupils in school	238 plus 30 in Nursery. From January there will be 42 in the Nursery
Proportion of disadvantaged pupils	38.6% (92) FSM & Ever 6 =82 Pupil premium plus=8 Service children=2 Reception = 7 of 27 Year 1 = 12 of 25 Year 2 = 14 of 30 Year 3 = 20 of 4 Year 4 = 11 of 35 Year 5 = 15 of 43 Year 6 = 12 of 38
Pupil premium allocation this academic year	£127,240
Academic year or years covered by statement	2018-21
Publish date	November 2019
Review date	Termly progress checks and full annual reviews in September 2020 and September 2021
Statement authorised by	Andrew Miller (Headteacher)
Pupil premium lead	Zoe Lisle (Acting Assistant Headteacher)
Governor lead	Sarah Allan (Chair of Governors)

End of Key Stage 2 (Year 6) disadvantaged pupil progress scores for last academic year compared to other pupils

Measure	Disadvantaged scores	Scores of other pupils
Reading	+2.27	-0.59
Writing	+6.68	+1.32
Maths	-1.41	-2.98

Disadvantaged pupil performance overview for last academic year (2018/19) compared to pupils not eligible for pupil premium funding. PP = Pupils eligible for pupil premium funding NAO=National average for pupils not eligible for PP funding

Measure	PP	Not PP	In school gap	NAO	Attainment gap when compared to NAO
Reception class % achieving a Good Level of Development (11PP 17 Others) <i>*January census shows 7 FSM children. However, this increased to 11 FSM after January.</i>	42%	76.5%	- 34.5%	74.8%	- 32.8%
Achieving expected standard in the 2019 Year 1 Phonics Check (17PP 15 Others)	76.5%	86.7%	-10.2%	84.4%	- 7.9%
End of Key Stage 1 (Year 2) attainment - unvalidated) 18 PP 23 Others					
Meeting expected standard in reading	56%	83%	- 27%	78.4%	-22.4%
Achieving high standard in reading	0%	22%	-22%	28%	-28%
Meeting expected standard in writing	50%	74%	-24%	73.1%	-23.1%
Achieving high standard in writing	0%	9%	-9%	16.8%	-16.8%
Meeting expected standard in maths	39%	78%	-39%	79.1%	-40.1%
Achieving high standard in maths	6%	17%	-11%	24.3%	-18.3
Meeting expected standard in science	89%	100%	-11%	83%	+6%
Meeting expected standard in reading, writing and maths				68.8%	
Achieving high standard in reading, writing and maths				12.8%	
End of Key Stage 2 (Year 6) attainment – unvalidated 5PP 28 Others					
Meeting expected standard in reading	80%	82.1%	-2.1%	78%	+2%
Achieving high standard in reading	20%	25%	-5%	31%	-11%
Meeting expected standard in writing	100%	92.9%	+7.1%	83%	+17%
Achieving high standard in writing	40%	21.4%	+18.6%	24%	-2.6%
Meeting expected standard in mathematics	80%	78.6%	+1.4%	84%	-4%
Achieving high standard in mathematics	0%	10.7%	-10.7%	31%	-31%
Meeting expected standard in grammar punctuation & spelling	60%	82%	-22%	83%	-23%
Achieving high standard in grammar punctuation & spelling	0%	21.4%	-21.4%	41%	-41%

Meeting the expected standard in science	80%	89.3%	-9.3%	87%	-7%
Meeting expected standard in reading, writing & maths	80%	75%	+5%	71%	+9%
Achieving high standard in reading, writing and maths	0%	7.1%	-7.1%	13%	-13%
Absence % reception to Year 6 (The NAO is for non-FSM in 2018)	4.4%	4.1%	-0.3%	3.8%	-0.6%
Persistently absent % Reception to Year 6 -- pupils with an attendance rate of 90% or below. (The NAO is for non-FSM in 2018)	4.5%	4.3%	-0.2%	7.6%	+3.1%

Identified Barriers to Educational Achievement

A	Some children in receipt of PP funding have limited access to language, particularly in the Early Years and especially from books
B	Limited access to extra-curricular (and outdoor) activities Inc. educational experiences such as trips, music lessons and participation in physical activities
C	Some parents in receipt of PP do not encourage high attendance, completion of homework or attend parents' appointments
D	A significant number of children in receipt of PP funding are also on the SEND register; in particular with primary needs in either Communication and Interaction or Speech and Language.
E	Behaviour – some children in receipt of PP funding have specific social, emotional and mental health needs which affect their learning
F	School development of the curriculum has seen staff subject knowledge have to be fine-tuned in order to meet curriculum requirements

Strategy aims for disadvantaged pupils

Measure	Activities
Priority 1: MATHS	<ul style="list-style-type: none"> • Ensure all staff receive high quality training to enable them to deliver the maths scheme effectively. • Work with the maths hub and purchase textbooks to embed Teaching for Mastery across all year groups. • To develop personalised intervention support in order to accelerate the progress of those pupil premium children who are falling behind
Priority 2: EARLY YEARS	<ul style="list-style-type: none"> • Ensure that the staff covering the long-term absence of the Early Years Leader are well supported and receive appropriate training/guidance. • Further improve early years teaching and interventions for disadvantaged learners so they make rapid progress and start to catch up with their classmates.
Barriers to learning these priorities address	<p><u>Priority 1 barriers</u></p> <ul style="list-style-type: none"> • Some variation in staff subject and pedagogical knowledge can affect the progress of children in receipt of PP funding <p><u>Priority 2 barriers</u></p> <ul style="list-style-type: none"> • On entry pupil premium children are often two developmental bands below age related standards. • Some pupils who are in receipt of pupil premium funding have poor language and communication skills and specific social and emotional needs which affect their learning. • Behaviour – some children in receipt of PP funding have specific social, emotional and mental health needs which affect their learning
Projected spending	<p>£17,292</p> <ul style="list-style-type: none"> • £3145 Power Maths Scheme • £1127 Online Subscription • £1000 Power Maths Training • £6480 Specialist Teacher Provision (3 days per week) • £4320 Intervention Staffing Costs (6 groups x 3 sessions per week)

Teaching priorities for current academic year (Those for 2021 to be inserted at a later date)

Aim	Targets	Target date
Early Years	70% of cohort to achieve a good level of development (GLD). 3 of the 7 pupil premium children (43%) to achieve GLD.	July 2020
Year 1 Phonics Check	Cohort pass = 78%. 8 of the 12 pupil premium learners (67%) to pass the test.	July 2020
Attainment– Year 2 (End of KS1)	<p>Reading</p> <ul style="list-style-type: none"> 77% of cohort to reach the expected standard and 71% of the Pupil Premium Learners. 13% of cohort to reach the higher standard and 7% of Pupil Premium Learners <p>Writing</p> <ul style="list-style-type: none"> 77% of cohort to reach the expected standard and 71% of the Pupil Premium Learners. 13% of cohort to reach the higher standard and 14% of Pupil Premium Learners <p>Maths</p> <ul style="list-style-type: none"> 77% of cohort to reach the expected standard and 79% of the Pupil Premium Learners. 10% of cohort to reach the higher standard and 7% of Pupil Premium Learners <p>Within school attainment gaps to be reduced by at least 30%</p>	July 2020
Attainment—Year 6 (KS2)	<p>Reading</p> <ul style="list-style-type: none"> 82% of cohort to reach the expected standard and 75% of the Pupil Premium Learners. 34% of cohort to reach the higher standard and 8% of Pupil Premium Learners <p>Writing</p> <ul style="list-style-type: none"> 82% of cohort to reach the expected standard and 75% of the Pupil Premium Learners. 32% of cohort to reach the higher standard and 8% of Pupil Premium Learners <p>Maths</p> <ul style="list-style-type: none"> 76% of cohort to reach the expected standard and 75% of the Pupil Premium Learners. 26% of cohort to reach the higher standard and 8% of Pupil Premium Learners <p>Maths outcomes to improve so they match those of reading and writing.</p>	July 2020
Year 6 progress scores	<p>Pupil premium children and their classmates achieve positive progress scores in reading and writing and the maths progress score is close to the national average (0).</p> <p>Pupil premium children and their classmates achieve or exceed the national progress scores.</p>	<p>July 2020</p> <p>July 2021</p>

Targeted academic support for current academic year for disadvantaged learners

Measure	Activities
Priority 1: MATHS	<ul style="list-style-type: none"> • Ensure that all maths teachers provide high quality support and appropriate stretch / challenge for disadvantaged learners in maths lessons. • Establish small group lunchtime / before or after school interventions for Year 2 and Year 6 disadvantaged pupils falling behind age related expectations and those not accessing online learning at home. • More able disadvantaged pupils targeted to reach the higher standard to be mentored / coached by SLT or specialist maths teacher.
Priority 2: EARLY YEARS	<ul style="list-style-type: none"> • Train staff to implement Launchpad Literacy across EYFS in order to help assess children and set individual small step targets. • Develop support workshops for parents and home learning resource packs for pupil premium learners. • Personalised 1-1 support for Pupil Premium learners to target specific gaps in learning. • Visits to other provider's EYFS settings to observe good practice and Pupil Premium strategies.
Barriers to learning these priorities address	<p>Helping pupils with low starting points (the bottom 20% of cohorts) catch up with their peers, especially in maths and reading.</p> <p>Supporting the social, emotional and mental health needs of disadvantaged learners.</p> <p>Some children in receipt of PP funding have limited access to language, particularly in the Early Years and especially from books</p>
Projected spending	<p>£14,786</p> <ul style="list-style-type: none"> • Booster classes + resources = £4406 (4 hours per week x 17 weeks) • Staff training = £3600 <p>Launchpad literacy = £1000 Speech and Language Support = £3780 Resource Bags = £1000 Parent Workshops = £1000</p>

Wider strategies for current academic year

Measure	Activities
Priority 1	Diminish the financial barriers that prevent learning by paying for or subsidising breakfast club, uniform, school trips, residential, swimming and high-quality music tuition (School involved in the Bedlington Brass Band Project) as well as increasing the offer of experiential and “Outside the Classroom Learning” for disadvantaged children. Also, audit extra-curricular clubs and visits to make sure disadvantaged learners are attending.
Priority 2	Newly appointed Pastoral Manager to develop social, emotional and mental health support for disadvantaged learners and their families in order diminish barriers which prevent good attendance and ability of the learner to access learning.
Barriers to learning these priorities address	Some pupils who are in receipt of pupil premium funding have limited access to language, especially from books at home and their home-life does not give them the knowledge and the cultural capital to succeed in life. Some pupil premium learners have low aspirations and/or specific social and emotional needs which affect their learning.
Projected spending	<p>£95,162</p> <ul style="list-style-type: none"> Pastoral Manager = £30,576 Mental Health and Counselling Support = £5000 Forest School Staffing = £37,907 Commando Joe's = £1475 NUFC Foundation Pastoral Work = £2425 Resources = £2617 Uniform = £2492 Music Lessons = £2670 Educational Visit Subsidies = £10,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	<ul style="list-style-type: none"> Use of INSET days and additional cover being provided by senior leaders Staff meeting time directed towards specific CPD in line with development plan Overtime / lieu time for Teaching Assistants
Targeted support	Ensuring enough time for maths and literacy leaders to support new teachers and pupil premium learners.	Headteacher, maths leader and literacy leader will disseminate best practice and train/coach those working with disadvantaged learners. Time also made available for them to mentor/teach disadvantaged learners working below age related standards and those targeted to achieve greater depth.
Wider strategies	Engaging the families facing most	<ul style="list-style-type: none"> Pastoral Manager to develop systems to work closely with parents to help improve their

	challenges in their son's/daughter's learning.	<p>son/daughter's punctuality, attendance and aspirations.</p> <ul style="list-style-type: none"> To help parents confidently and effectively support home learning parent's workshops on phonics, maths and writing will take place during the autumn term.
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Review: last year's aims and outcomes

Aims	Outcomes
Progress in Reading and Writing	<p>The progress scores of Year 6 disadvantaged learners have improved significantly since 2016.</p> <p>2016 Reading = - 5.06 2019 Reading = + 2.27 Well above the other pupils score of - 0.59.</p> <p>2016 Writing = - 0.49 2019 Writing = + 6.58 Well above the other pupils score of + 1.32.</p>
Progress in Mathematics	<p>The progress scores of Year 6 disadvantaged learners also improved and they outperformed their peers. 2016 = -4.44</p> <p>2019 = -1.41 The progress score of pupils not in receipt of pupil premium funding was – 2.98.</p>
Phonics	<p>The Year 1 phonics pass rate for disadvantaged learners improved by 10% to 76.5% and the within school gap was reduced by 20%.</p>
Early Years	<p>There was an increase in the percentage of disadvantaged children achieving a good level of development (GLD) in 2019 (up 13% on 2018) and this decreased the gap between Mowbray disadvantaged and national non-disadvantaged children.</p>