

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 academic years) 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	Mowbray Primary School
Number of pupils in school	244
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2025
Statement authorised by	Andrew Miller (Headteacher)
Pupil premium lead	Sarah Beattie
Governor / Trustee lead	Tony Railton (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,720.00 (2024-2025)
Recovery premium funding allocation this academic year	£3,444.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£92,164.00

Part A: Pupil premium strategy plan

Statement of intent

At Mowbray Primary School, we have high expectations and ambitions for all of our pupils, including those eligible for pupil premium funding. We want all children to succeed and to have positive and memorable learning experiences from Early Years to Year 6; most importantly, to narrow the gap between disadvantaged pupils and their peers. At the core of our pupil premium strategy is a determination to support disadvantaged pupils in developing academic and life skills and personal attributes, whilst instilling a lifelong love for learning. We aim to provide life experiences that barriers and challenges may not have allowed disadvantaged pupils to access. As such, we prioritise building on our children's actual starting points and secure prior learning when designing our curriculum, school development plan and pupil premium strategy. The objectives for all three of these reflect each other and underpin our provision.

In classrooms and beyond, inclusive Quality First Teaching is at the heart of our approach. Our school environment is relaxed, calm and supportive, giving children the best possible chances to learn and achieve with teachers and support staff; staff who realise that low level disruption can create barriers to learning, therefore endeavouring to create a positive ethos to overcome this.

We fully recognise that good mental health is the foundation for achievement in school and in life and that the removing social, emotional and environmental barriers is an essential factor in raising achievement and progress.

Early intervention and closely targeted and monitored support in all aspects of English and Maths is imperative to narrow and close gaps primarily in speaking and listening, followed by the reading and writing of words and the language and skills of our mathematical world, to gain access to the full curriculum.

First-hand learning experiences are invaluable so we therefore try to offer as many opportunities for pupils to make learning connections across subjects and revisit prior learning, make learning real, enjoyable and to embed experiences in long-term memory. By planning for enriching activities, that will enhance learning and provide our disadvantaged pupils with the experiences that they would otherwise not be exposed to, teachers strive to develop our pupils' cultural capital.

Our school aims and vision drivers for all pupils to access, irrespective of background or the challenges they face, which underpin the curriculum, are to develop:

- **Curiosity**
- **Risk**
- **Aspiration**
- **Life skills**
- **Self-awareness**
- **Self-esteem**
- **Self-belief**
- **Resilience**
- **Perseverance**

The three strategies outlined in the opening paragraph are proven to have the greatest impact on closing the disadvantaged attainment gap and simultaneously benefitting the nondisadvantaged pupils in our school. Implicit in the following intended outcomes, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1.	Some children in receipt of PP funding have limited access to language (including Speaking and Listening), primarily in the Early Years and especially from books.
2.	Limited access to extra-curricular (and outdoor) activities, including experiences such as trips, music lessons and participation in physical activities.
3.	Some parents of children in receipt of PP do not encourage high attendance, completion of homework or attend parents' appointments.
4.	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 Language or Speech and Language.
5.	Behaviour - some children in receipt of PP funding have specific social, emotional and mental health needs which affect their learning.
6.	Many parents of children in receipt of PP find it difficult to afford school uniform, especially when they have more than one child.

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
Improved language skills, beginning with Oracy, with competent use of technical and mature vocabulary, among disadvantaged pupils	Assessments and observations indicate significantly improved spoken and written language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement and participation in lessons, book scrutiny and on-going formative assessment, including Pupil Voice.
Improved attendance at extra-curricular clubs, participation in music lessons, physical exercise and outdoor learning experiences, such as cycling.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils, augmenting their culture capital.
To achieve and sustain improved attendance, engagement with homework and regular contact with parents for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> ○ The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. ○ The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers
To identify and assess at the earliest stage, those disadvantaged pupils on the SEND register who lack basic communication skills or who have Speech and Language problems	Improved oral language demonstrated by: <ul style="list-style-type: none"> ○ Increased %age (ELD) in Communication and Language in EYFS, among disadvantaged pupils.

	<ul style="list-style-type: none"> ○ Children assessed by EYFS Lead and specialist Speech and Language Assistant, on entry to EYFS ○ Children assessed by SENDCO Lead and specialist Speech and Language Assistant, when barrier to learning identified.
To achieve and sustain improved behaviour for learning, particularly for disadvantaged children through high regard for wellbeing, social and emotional mental health.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from Pupil Voice, pupil and parent surveys and teacher observations • Fewer pupils receiving behavioural consequences linked to the Behaviour Policy
To provide every disadvantaged child with a full school uniform, reading folder and water bottle.	<p>Removal of social stigma of not wearing the expensive 'branded' clothes if school uniform is not affordable.</p> <p>Removes pressure from parents on low-income to purchase full school uniform and accessories, especially those families with more than one child in this school.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £18,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speaking and Listening -</p> <ul style="list-style-type: none"> · Ongoing CPD for all staff on Principles of Oracy and related activities · Embedding high quality adult/child interactions from EYFS and throughout the school, in all subjects · Embedding language rich learning environments from EYFS and throughout the school. 	<p>Strong evidence suggests that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. Therefore, the number and quality of conversations children have is crucial. High quality classroom discussion is inexpensive to implement and has a high impact on reading, writing and long-term memory.</p>	1, 4
<p>High Quality Teaching throughout KS1 and KS2. KS1 pupils access a Mastery curriculum delivered at a suitable pace.</p>	<p>Mastery teaching ensures that the majority of pupils have achieved the learning objective before moving on. Regular practise of key skills gives a better chance of pupils retaining key knowledge and skills.</p>	1, 4
<p>According to the number of PP numbers in each class, Teaching Assistants and HLTAs are timetabled to complement the role of specific class teachers and provide support where it is most needed.</p>	<p>HLTAs and teachers allocated to classes on a needs basis, to make best use of TA expertise. They support low attaining pupils to access high quality instruction from the class teacher by delivering brief, intensive, structured interventions. By increasing the number of adults in the classroom, a higher proportion of pupils can be helped in taking ownership of tasks. When necessary, disadvantaged pupils are removed for consolidation of skills in certain lessons.</p>	1, 4

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

Budgeted cost: £52,836.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to employ Speech & Language professionals to assess children and support teachers with Approaches that focus on speaking, listening and a combination of the two are all shown to have positive impacts on attainment particularly in reading.</p> <ul style="list-style-type: none"> · Use of NELI programme (Nuffield Early Language intervention) 	<p>Approaches that focus on speaking, listening and a combination of the two are all shown to have positive impacts on attainment particularly in reading and subsequently writing.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress</p>	1, 4
PP pupils are targeted for Maths 'catch-up' interventions	Short regular sessions that are additional to the maths lesson and linked to learning in the class are shown to have optimum impact	1
Increase our provision of Nurture staff (under the supervision of our trained Counsellor) to assess children (PP and Non-PP) who require behavioural, or emotional support and accurately report on their areas of need.	Social and Emotional Learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	5

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

Budgeted cost: £63,074.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality enrichment activities residential & other educational visits; <ul style="list-style-type: none"> o a structured, whole school, cycling initiative (Wansbeck Sea to Source Ride) linked to our ongoing work with Bike4Health and Natural England. The rides include various environmental, historical mini-projects and culminates in a two-night camping trip. Additionally, the project is used to promote active and sustainable travel and develop skills for life. 	Our curriculum aims to develop a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that will underpin success in school and beyond. These are also referred to as ‘social and emotional skills’, ‘non-cognitive skills’ or ‘essential life skills’. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children’s later outcomes.	2, 5
Develop parental engagement to: <ul style="list-style-type: none"> - support to improve attendance, lateness or refusal - advice/practical activities to enable parents/carers to support their children at home - workshops - Parents’ Forum - support with using the online platform for helping with homework 	Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	3
Purchase Core Nursery & Reception books to ensure all pupils have access to quality texts at home and school and to promote reading for pleasure from an early age	Having books in the home is proven to positively benefit children in many ways as it increases children’s academic success, vocabulary development, attention and comprehension skills. By providing these books for our youngest readers, we are enabling them to access the same quality texts being read in school and offering opportunities for reading behaviours.	1, 4
Purchase of all uniform items, book bag and water-bottles	Removing the financial burden of buying a uniform for low-income families, especially those of PP pupils, makes all children equal and less prone to being singled out as being ‘poor’.	6

Total budgeted cost: £134,410.00

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 2020 to 2021 academic year.

We used pupil premium funding and school led tutoring funding to provide targeted interventions for our disadvantaged pupils focussing on their particular area(s) of need. This included early reading and mathematics. To support the wellbeing of these pupils and ensure there were no financial barriers, preventing participation in extracurricular activities, we also used our funding to offer a range of school activities including after Breakfast and After School Club, school clubs, peripatetic music lessons, educational visits and a cycling residential during the summer term. All of our disadvantaged pupils attended at least one after school club across the academic year, some attended several. Clubs included homework club, football, rugby, multi-skills, basketball, athletics and cycling.

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

Programme	Provider
Lexia	Cambium Learning Group
Times Tables Rockstars / Numbots	Maths Circle Ltd
Phonics Bug	Pearson
Bug Club Comprehension	Pearson
Mymaths	Oxford University Press
1 st Class @ Number	Edge Hill University
Success @ Arithmetic	Edge Hill University
Motor Skills Utd	TTS
Read Write Inc	Ruth Miskin

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)