

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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. This academic year's review will be completed by September 2024..

## School overview

Detail	Data
School name	Mountfields Lodge School
Number of pupils in school	489
Proportion (%) of pupil premium eligible pupils	12.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	November 2021 (updated November 2023)
Date on which it will be reviewed	September 2024
Statement authorised by	Iona Mock Head teacher
Pupil premium lead	Alex Coleman Deputy Head teacher
Governor / Trustee lead	Andrew Bruce Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,120
Recovery premium funding allocation this academic year	£9,860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£102,980

# 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those with social, emotional and mental health needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans, notably in its targeted support through the National Tutoring Programme for pupils the school has identified with the aim to narrow the attainment gap and to improve outcomes. These pupils will include some non-disadvantaged.

Our approach will be responsive to individual needs, rooted in diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- intervene in response to identified concerns
- identify key member of staff to teach, support and deliver effective interventions
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils on entry into school (not exclusively EYFS i.e.: ENFL) indicate less secure oral language skills and vocabulary gaps.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments indicate that Reading, Writing and Maths attainment among disadvantaged pupils is below that of school others.
4	Our observations and discussions with pupils and their families have identified social and emotional issues for some of our disadvantaged pupils which impacts on their readiness to learn.
5	A number of our disadvantaged pupils have a lack of enrichment opportunities compared to our school others.
6	Our attendance data indicates that attendance amongst disadvantaged pupils is lower than our school others.

## 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 oral language and vocabulary for disadvantaged pupils.	Improved oral language for identified disadvantaged pupils evidenced through ongoing teacher Assessments and pupil interview.
Improved phonic knowledge amongst disadvantaged pupils.	Improved outcomes for disadvantaged pupils at end of Year 1 and Year 2.
Improved Reading, Writing and Maths attainment for our disadvantaged pupils.	KS2 teacher assessment and test outcomes show improved percentage attainment year on year through to 2024/2025

<p>Improved emotional literacy of our disadvantage pupils.</p>	<p>Identified children have developed an effective and appropriate emotional literacy to enable them to talk about their feelings and emotions.</p>
<p>All disadvantaged pupils access allocated funding for enrichment opportunities.</p>	<p>All disadvantaged pupils access their annual allocation of funding to engage with enrichment opportunities.</p>
<p>To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.</p>	<p>Improved attendance for all pupil groups of 96% +.</p> <p>Narrow the attendance gap to less than 2% between school others and disadvantaged pupils.</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: £8,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training new staff to the school on the approved phonics scheme	Consistent explicit and systematic phonics teaching for early years and Key Stage 1. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	3
Regular coaching sessions to ensure consistency with phonics teaching		3

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

Budgeted cost: £84,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral language programme targeted at disadvantaged pupils using NELI delivered by EYFS LSA's.	The Nuffield Early Language Intervention (NELI) is designed to improve listening, narrative and vocabulary skills. Three weekly sessions are delivered to small groups of children with relatively poor spoken language skills.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a>	1

<p>One to one or small group daily phonics sessions delivered by LSA's targeted at pupils that require further phonic support.</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	<p>2,3</p>
<p>Small group differentiated structured reading sessions 3 times a week delivered by teachers and support staff trained in the approach.</p>	<p><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></p>	
<p>LSA's deployment is targeted to deliver intervention to small groups or individuals.</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year where teaching assistants deliver targeted interventions to individual pupils or small groups.</p> <p><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></p>	<p>2,3</p>
<p>Additional teacher to provide Maths teaching and learning.</p>	<p>There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school</p> <p>Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	
<p>Pupil independent working and pupil assisted working using Flash Academy; use and progress monitored by EAL Mentor.</p>	<p>The Flash Academy® platform was developed in close collaboration with schools, to better support EAL, ESOL/MFL and literacy needs for all level of student.</p> <p>Flash Academy® EAL is a learning platform for schools, supporting teachers to deliver learning for pupils who don't have English as their first language. The platform teaches English from over 35 different home languages. It accelerates English language acquisition through curriculum-mapped lessons, challenges and games which simultaneously teach and test pupils. All progress is monitored through a comprehensive teacher dashboard.</p> <p><a href="https://flashacademy.com/">https://flashacademy.com/</a></p>	<p>1,2,3</p>

<p>To use recovery premium to provide one to one and small group teacher led interventions to address identified gaps in learning.</p>	<p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. Tuition delivered by qualified teachers is likely to have the highest impact.</p> <p><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></p>	<p>3</p>
<p>Engage with the National Tutoring Programme to provide tuition for vulnerable pupils through small tuition using school led interventions.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small group.</p>	<p>2,3</p>

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

Budgeted cost: £10,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide well-being support through the schools pupil mentor as requested and required.</p>	<p>The pupil mentor might focus on the ways in which pupils work with (and alongside) their peers, teachers, family or community. Being able to effectively manage emotions will be beneficial to pupils even if it does not translate to academic attainment. Alongside academic outcomes, these interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Support for parents by providing support for families in crisis and supporting parental engagement with their children.</p> <p><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></p>	<p>4</p>

<p>To continue to work with our children's attendance and welfare service to promote good attendance targeting those who fall short of expected attendance.</p>	<p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	<p>6</p>
<p>To allocate individual opportunity funds to individual disadvantaged pupils to enable them to access enrichment activities.</p>	<p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>5</p>

**Total budgeted cost: £101,383**



## 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 2022- 2023 year.

All disadvantaged pupils were in receipt of additional support that was dependent upon their individual needs and which were focused on specific gaps in knowledge and learning. The interventions had a positive small steps impact on pupil learning.

40 pupils in KS2 received additional one to one or small group feedback from their class teacher. Use of this dedicated teacher directed time was well managed by the class teachers reacting to observed and assessed need, as an immediate reaction to misconceptions and further consolidation and also as a time to pre-teach content enabling pupils to more successfully access whole class teaching and learning.

62 Identified children (PP and non-PP) received tutoring (school led tutoring). The monitoring and assessment by class teachers enabled them to select specific objectives for the tutoring sessions to focus on. These addressed gaps in learning and also improved the confidence of the children enabling them to engage more fully with whole class teaching.

The evaluation of the above approaches showed small steps progress for individuals, this progress in terms of end of year data has not as yet been fully realised in all year groups. This focused support will continue

For the identified children who at the start of Year 6 were working below the expected standard 57% were able to achieve the expected standard at the end of key stage assessments in Maths.

Our Pupil Mentor continued to support our disadvantaged children with SEMH needs. This support was a mixture of one-to-one sessions focussing on individual needs related to the child or a small group with a shared focus e.g. identifying what causes stress and anxiety and as a group developing strategies on how they can calm themselves.

The school continued to work with the EWO to support families where attendance was a highlighted concern.

38% of children accessed their allocated funding to ensure they had school uniform and PE kits. 44% used their funding to pay for a place in the school's Breakfast Club. 60% were funded allow them to engage with residential visits.

47% of children represented the school in Sporting Competitions.

## 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
Catch Up Literacy	Catch Up
One-to-one teaching	Third Space Learning
Lightning Squad	FFT

## Service pupil premium funding (optional) – N/A

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

<p>Pupil Premium Plus Allocation 2023-24</p> <p>The use of this money is agreed through discussion with the pupils and their parents. As this group is not large (2 pupils) plans and actual impact will be reported as broad indicators and measures as to maintain privacy and confidentiality.</p> <p>This year's provision includes Forest School 6 weekly sessions to develop resilience, team work, communication. One to one or small group tuition targeting Reading, Writing and Maths led by a teacher. Purchasing of school uniform, attendance at Breakfast Club and funding for day and residential visits.</p>
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