

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Mountfields Lodge
Number of pupils in school	46
Proportion (%) of pupil premium eligible pupils	11.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	15.12.24
Date on which it will be reviewed	Sept 2025
Statement authorised by	Iona Mock
Pupil premium lead	Joanne Hewitt
Governor / Trustee lead	Andrew Bruce

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,840
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	£85,840

Part A: Pupil premium strategy plan

Statement of intent

At Mountfields Lodge, our ethos is Aim High Reach for the Sky is for all pupils and we aim to use our Pupil Premium funding to ensure that our disadvantaged pupils reach their full potential both academically and personally and leave our school with the same skills and knowledge as our non-disadvantaged pupils in order to prepare them for the next stage of their development.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We will also consider the challenges faced by other groups of vulnerable pupils such as those with a social worker or those requiring pastoral support in response to turbulence in the home.

We Aim to:

- Remove the barriers affected by living costs, and any difficult family circumstances.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access all of the curriculum offered to them.
- Develop confidence in the ability of our pupils to communicate effectively in a wide range of contexts.
- Enable our pupils to look after their social and emotional wellbeing and to develop resilience.
- Remove the barriers for our pupils that lead to poor attendance (below 95%)
- Ensure that our highest attaining disadvantaged children also reach their true potential.

Our Approaches

1. High-quality, adaptive teaching. Ensuring an effective teacher is in front of every class has been proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
2. Targeted academic support. There is strong evidence to show that activities where pupils work in smaller, more focussed groups (interventions) with an effective teacher or teaching assistant can have a positive impact on achievement as long as the intervention is linked to the classroom teaching and the curriculum.
3. Wider strategies. This is acknowledging that there are non-academic challenges to success in school such as wellbeing, attendance and behaviour which may also make it difficult for our disadvantaged pupils to achieve academically.

Challenges

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

Challenge number	Detail of challenge
1	Mental Well-being High number of children requiring social and emotional support due to turbulence in the home, which affects their mental well-being and impacts on their capacity to learn.
2	Language and Communication Lower levels of language and communication skills on entry for disadvantaged pupils.
3	Attendance Attendance of disadvantaged pupils is below non disadvantaged.
4	Phonics and Reading Some disadvantaged pupils with low phonic ability and delayed early reading skills who struggle to access the curriculum
5	KS2 Outcomes Assessments indicate that Reading, Writing and Maths attainment among disadvantaged pupils is below that of school others
6	Cultural capital A number of our disadvantaged pupils have a lack of enrichment opportunities compared to 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
To ensure disadvantaged children have improved mental health and well-being in order to have the capacity to learn, to develop intrinsic motivation and to develop good learning behaviour	<ul style="list-style-type: none"> Pastoral work shows recorded impact and improvements in mental health/ pupils' capacity to learn ELSA support shows identified children have developed an effective and appropriate emotional literacy to enable them to talk about their feelings and emotions.
To prioritise Early Reading so that a greater number of Pupil Premium children pass the phonics screening in Year 1.	<ul style="list-style-type: none"> All Pupil Premium children pass their phonics screening in year 1. Use of phonics scheme interventions allow pupil premium pupils to have the same rate of progress as their peers.

Improved language and communication levels for disadvantaged pupils enabling progress and attainment across the curriculum	<ul style="list-style-type: none"> • Pupils demonstrate increased levels of confidence in speaking and listening and can discuss their knowledge and learning using ambitious vocabulary • Oral language interventions and vocabulary development work will often be related to the current content of what is being taught, to ensure new vocabulary is contextualised and actively used by pupils in spoken and written work – improved outcomes evidenced in planning and work scrutiny.
To ensure that all our disadvantaged pupils attend school in line with non-disadvantaged pupils and to be above the National Expectation.	<ul style="list-style-type: none"> • Attendance data will show that attendance among Pupil Premium children does not fall below that of non-pupil Premium children. • Any persistent absence is rapidly addressed and barriers to attendance removed and supported
To enable pupil premium children to make expected, and accelerated progress to achieve at the expected standard.	<ul style="list-style-type: none"> • The percentage of Pupil Premium children achieving ARE and above will match that of non-pupil Premium children in Reading, Writing and Maths • Children will demonstrate progress following high quality first teaching and additional interventions including phonics interventions, additional reading and maths support

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: £18,000

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	2,4

Regular coaching sessions to ensure consistency with phonics teaching	<p>particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p> <p>http://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
Quality first, adaptive teaching strategies are employed to ensure the highest quality teaching adaptations and scaffolds are in place.	<p>The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap.</p> <p>Being responsive to information about learning, then adjusting teaching to better match pupil need by:</p> <ul style="list-style-type: none"> • Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. • Balancing input of new content so that pupils master important concepts. • Making effective use of teaching assistants. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	2,4,5
<p>Release time for English Subject Leads to monitor and evaluate Reading across school</p> <p>Release time for English and Maths Subject Leads to attend LA and Trust Subject Lead Network meetings</p>	EEF review of subject leadership	2,4,5
<p>Robust assessment procedures including the implementation of the standardised diagnostic assessment platform and resource base – Pixl is used to highlight gaps in learning to inform high-quality first teaching</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>This support platform and test base provides accurate and consistent ways of identifying areas for improvement and providing intervention or teacher led re-teach</p>	2,4,5

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

Budgeted cost: £63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil independent working and pupil assisted working using Flash Academy; use and progress monitored by EAL Mentor.	The Flash Academy® platform was developed in close collaboration with schools, to better support EAL, ESOLMFL and literacy needs for all level of student. 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. https://flashacademy.com/	2,4,5
Reading interventions and regular reading for targeted readers focusing on comprehension and fluency.	On average, reading comprehension approaches deliver an additional six months' progress. Successful reading 4 8 comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EEF reading comprehension	4
ELSA support and targeted work to develop individual resilience and emotional literacy.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. They have a positive impact alongside work on metacognition and self-regulated learning EEF: Metacognition and self-regulation EEF: SEL	1

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group outdoor learning provision led by trained staff to develop independence and communication skills.	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	1,2
Funding for disadvantaged pupils to enable them to access enrichment activities.	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning and will act as a hook for specific curriculum units.</p> <p>EEF: Pupil Premium Menu</p>	1
Rigorous monitoring and interventions of the attendance of disadvantaged pupils by school and trust attendance lead.	<p>Universal approaches to teaching, learning, behaviour, relationships and communication with families will support the majority of pupils and families, but universal systems are unlikely to meet the needs of all pupils. Some, who might have very specific and individual reasons for their absence from school, may need a more personalised approach to support their attendance and engagement.</p> <p>Individualised and more intensive approaches may require additional resources or time.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/deliver-targeted-interventions-to-supplement-universal-provision</p>	6

Total budgeted cost: £ 72, 830

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 2023 to 2024 academic year.

At the end of KS2 71% of pupil premium pupils reached the expected standard in reading equivalent to school others, 55% in writing with 52% school others and 57% in maths compared to 71% school others.

Our internal data for KS1 suggests that pupils from disadvantaged backgrounds are in line with school others for writing but achieving below in reading and maths.

Only three of our disadvantaged children did not meet the expected standard in the phonics screening at the end of year 1.

The rigorous teaching and learning of phonics and the timely interventions for identified children in KS1 is having an impact on reading attainment. The teaching of writing for all pupil is a priority for the school and a more structure approach has been introduced with teaching staff undertaking CPD to enable it to be embedded across the school.

Analysis of maths attainment has identified that where pupils especially pupil premium are not attaining at the expected standard number fluency and recall is a barrier. The maths lead has worked with staff to ensure regular and effective teaching of these skills alongside the school's curriculum.

Mental health and well-being continues to be a priority a number of children and their families. The school was successful in the appointment of an ELSA during the academic year and this has had an impact on the support we have been able to provide for the emotional well-bing of pupils. The school has benefited from a mental health support worker (NHS) working directly with children and families.

The school is committed to ensuring our disadvantaged pupils have opportunity to experience and engage in wider opportunities. We bring live theatre to the school so that is accessible for all. Physical activity remains a priority for the school through the curriculum, physical play, competitions and outdoor learning. We involved our pupil premlim pupils in competition pathways and sports festivals whenever possible developing social and communication skills. 43% of our disadvantaged pupils represented the school in a sporting team.

Disadvantaged attendance was 93.1%. Attendance remains part of our strategy for this reason.