



Pupil Premium Strategy Statement 2024-2027

(including intended outcomes for 2024-25
and Impact of 2024-25 Spending)

Mount Pleasant Primary School

MPPS 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	Mount Pleasant Primary School
Number of pupils in school	627
Proportion (%) of pupil premium eligible pupils	31.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	MPPS Governing Body
Pupil premium lead	N Nazir

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£285,180
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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 any pupils facing disadvantage to achieve this goal, including those who are already high attainers.

Common barriers for our disadvantaged children can include the following: less family support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, 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”.

We will also consider the challenges faced by our vulnerable pupils, such as those who have a social worker and who are seeking asylum, for example. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are on the disadvantaged register, or not.

High-quality teaching is paramount to a successful education, not just for disadvantaged and vulnerable pupils, but for all pupils in school. Our aim is that the progress we have already made in narrowing the gap for all pupils continually improves and is sustained. We have seen positive KS2 outcomes compared to national already.

The teaching staff are involved in the analysis of data and identification of pupils, so they are fully aware of strengths and weaknesses across the school. We aim to ensure that all teaching staff are fully trained in being able to understand the challenges faced by our pupils and that no assumptions are made about any pupil or their families; that solutions are sought and through diagnostic assessment, pupils have a successful education.

Key Principles

- Quality first teaching and learning opportunities meet the needs of all the pupils.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Appropriate provision is made for pupils who belong to vulnerable groups, and that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that this is not limited to only pupils in receipt of free school meals. 90% of our families are

in the 10% worst IMD banding; therefore, our funding will reflect all socially disadvantaged families.

Ultimate Objectives

- High aspirations for all
- Narrow the attainment gap between pupil premium and their school peers, as well as other pupils nationally.
- For all pupils in receipt of pupil premium school to exceed nationally expected progress rates to reach age related expectations at the end of Year 6 and thus achieve good GCSE grades in English and Maths.
- Raise the in-school attainment of both pupil premium pupils and their peers so that it is in line and above national averages, including at greater depth.
- Access a broad and balanced curriculum with high levels of cultural capital.
- Pupils have effective strategies to self-regulate and manage their own SEMH needs,
- Pupil premium families are able to support their children and aspirations are raised for everyone, thus breaking the cycle of disadvantage.
- Attend school regularly and on time.

Achieving these objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- A high-quality curriculum which ensures children are provided with basic literacy and numeracy skills, as well as a broad balanced curriculum, which challenges children to achieve their very best in all subjects.
- High quality teaching for all – continued professional development for all staff
- Ensuring more able children in receipt of pupil premium continue to make at least expected progress, meeting their end of year targets.
- Using data effectively – to identify any pupil making less than expected progress and providing solutions.
- Using interventions which have worked effectively, and through regular monitoring and reviews continue to identify successful interventions.
- All support staff are involved in weekly planning - this provides regular professional development, and everyone is homed into the planning and data for groups of children.
- Early intervention – pre-nursery groups, home visits, access to external agencies.
- Reduced costs for visits, book bags and study guides so that all pupils can have full access and be fully equipped for learning.

- Free breakfast for all pupil premium and other socially disadvantaged families, so that no child starts school hungry, and thus are ready to learn.
- Lowest 20% of children have daily 1-1 reading to ensure they are able to decode and comprehend.
- After school clubs so that children are able to experience wider activities, thus enhancing their experiences.
- Have regular specialist music teaching so every child is able to play a musical instrument.
- All staff trained in providing a safe and nurturing learning environment and ensuring effective SEMH strategies are in place.
- ELSA sessions for any pupil needing additional SEMH support.
- A focus on children's mental well-being, so that all children are able to better manage their emotions.
- Continue to develop the school grounds so that ALL pupils have access to exceptional facilities, such as gardening, climbing frames, holodeck room.

Challenges

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

Challenge number	Detail of challenge
1	Communication and language skills are low on entry to Nursery and School, impacting negatively on both academic as well as other areas of learning. This is evident through our baselining of EYFS children.
2	Significantly low attainment on entry to Nursery with only 8% at age related expectations.
3	Parenting confidence, skills and limited support at home. This is particularly for non-English speaking families, alongside a limited range of experiential learning impacting upon children's skills, in particular Reading and Writing.
4	Internal assessments, observations indicate that attainment in all subjects amongst the most disadvantaged pupils is below that of non-disadvantaged pupils.
5	High levels of need relating to a range of social, emotional and educational factors. Pupils are displaying poor self-esteem and this is impacting on their ability to engage with their learning. Pupils are not consistently able to self-regulate and manage their own emotions.
6	Attendance and punctuality issues – there is a gap between children with pupil premium and others, resulting in missed learning.

Intended outcomes (2024-27)

This explains the outcomes we are aiming for **by the end of our current 3-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress	Children will make above average progress by at least 1+ in all core subjects in KS2.
Attainment	The gap will narrow so that attainment is in line with all pupils and is above national averages.
Phonics	Achieve above national average expected standard in Phonics Screening Check.
SEMH	Pupils are supported through whole school approach, emotion coaching and ELSA to ensure good support for children to better manage their emotions. Exit data for targeted groups of children demonstrates clear impact.
Enrichment	The school offers a wide range of visits, trips, visitors, clubs for all children to enrich the curriculum and promote cultural capital. Every child learns to play a musical instrument. Enrichment spreadsheet indicates high proportion of children with pupil premium take part.
Parental engagement	Parental engagement is high in the school, with classes, workshops to support parents with any home learning and expectations in school. Parents report they are more confident in supporting their child at home.
Other	Ensure attendance of disadvantaged pupils is in line with their peers and nationally. Persistent Absence is in line with national.

Intended outcomes (for 2025-26)

Intended outcome	Success criteria
Attainment in Writing	Attainment for children in receipt of pupil premium is in line with their peers, including writing at greater depth standard.
Accelerated progress in all core subjects.	Gap continues to narrow for children in receipt of pupil premium working just below age related expectations in Reading, Writing and Maths, across the school, so a higher percentage are working at ARE.
Attendance	Attendance for pupil premium children is in line with their peers.

Activity in this academic year (2025-26)

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD at different levels £10,00	DfE on Reading fluency. A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.	1,2,3
Ensure excellent first quality teaching, to ensure fidelity to the programme (Little Wandle) is sustained.	Sutton Trust – research suggests that good teachers have the most direct impact on student outcome, therefore train and support high qualified teachers.	1,2,3

Monitoring to ensure rigour and fidelity to the programme.	Research for the OFSTED Framework highlights the point that if pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life. Education Endowment Foundation – Phonics + 4 months Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research evidences fidelity and rigour to one programme leads to consistency and positive outcomes.	
New staff are trained in NELI and existing staff are provided with continuing and refreshed training.	Education Endowment Foundation – Oral language interventions +5 /6 months. Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. The EEF states that there is a wealth of evidence to show that early intervention has great potential to narrow the gap.	1,2,3
CPD on curriculum and accurate assessments for all subjects.	Ofsted 2022 - The curriculum is ambitious and designed to give pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life is planned and sequenced so that the end points that it is building towards are clear and that pupils develop the knowledge and skills, building on what has been taught before. The school does not offer disadvantaged pupils or pupils with SEND an ungraded curriculum EEF - Awarding grades for every piece of work may reduce the impact of marking, particularly if pupils become preoccupied with grades at the expense of a consideration of teachers' formative comment.	1,2,3
CPD on teaching and assessment of reading	Scientific research has consistently recognized the critical nature of fluency as a bridge between effortful decoding and comprehension. A fluent reader is one who can accurately and automatically decode words.	

	Another component of fluency that links word recognition to comprehension is prosody (or expressive oral – and silent – reading). Think of anyone you would consider a fluent reader: not only do they decode words automatically, but they also read the words in texts with expression and phrasing that reflects and amplifies the meaning of the text. To read with appropriate expression and phrasing requires the reader to access the meaning of the text. If readers can decode words accurately but have to employ an excessive proportion of their cognitive resources to do so, they have fewer of those resources available for comprehension. However, when readers are accurate <i>and</i> automatic, they can decode with minimal use of their cognitive resources, thus allowing them to channel their effort towards comprehending and making sense of what they have read. (EEF 2022)	
Teachers to identify areas for further development, appraisals with SLT using a coaching model to further improve practice x1 day weekly plus cover to release teachers, This includes marking and feedback. £15,000	Sutton Trust – research suggests that good teachers have the most direct impact on student outcomes, therefore train and support high qualified teachers.	1,2,3

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

Budgeted cost: £231,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to purchase Little Wandle		1,2,3

programme, including new resources for LKS2 £500	Missed learning has led to wider gaps which need to be addressed.	
X2 phonic session daily in Year 1	Research for the OFSTED Framework highlights the point that if pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life.	
Catch up KS2 phonics interventions for all children who did not pass the Y2 phonics screening. Including anyone new to the country,		
ETAs to deliver daily phonics keep up sessions.	Education Endowment Foundation – Phonics + 4 months Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Staff training in identifying gaps immediately and using keep up sessions to address the gaps.	1,2,3
Ensure there are class provision maps, detailing targeted interventions and support, as well as keep up sessions, X1 ETA per class across the school, half a day. £220,000	Clarity of what interventions and who they are delivered to for all children has supported teachers and leaders in having a good oversight into this. Ofsted research shows the importance of long-term memory. Sweller's Research – practice makes permanent, so that learning can stick. One to one tuition and small group work are outlined by the NfER, Ofsted and the Sutton Trust as being effective strategies to use. No specific package, intervention or scheme was mentioned. We aim to ensure our teaching is tailored to the children and so we will look at specific targeted interventions rather than any one product.	1,2,3
4 th Teacher/HLTA Support for Year six to work with under achieving disadvantaged students in English and maths	EEF toolkit: See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 17, 26 and 30	1,2,3
Purchase Times Table Rockstars £290	Discussion with children and family indicate this is a positive resource where children are able to challenge themselves and take pride in having their name on the TTRS display.	1,2,3

Purchase spag.dot £180	Evidence from previous years indicates this is a successful intervention for our children.	1,2,3
Update Library books £1000	Library books purchased to ensure depth and breadth of stories and poems pertinent for each year group, covering familiar writers, themes, diversity, as well as children's requests. Lack of effective story time at home, a daily story time at school provides children with good quality books and developing a love for reading.	1,2,3,4,5
Reward Books/Badges £500	Children are provided with books as part of a special assembly to encourage a love of reading and ensure children have their own books at home to enjoy. Children are also provided with reading badges at each stage of their challenge.	1,2,3
After school tuition to narrow the gaps for core subjects. £2,000	Support parents due to cost-of-living crises with tuition after school. EEF research and previous school internal data. Small group tuition has an average impact of four months' additional progress over the course of a year.	1,2,3
Purchase DfE Maths scheme of work – Mastery Maths. Purchase of new resources to support the scheme of work. Staff CPD to implement new scheme successfully. £4,800 Resources Maths scheme - £2,150	EEF – pupils using this scheme of work will make on average 2months+ progress.	1,2,3

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

Budgeted cost: £49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staggered breaks and lunch times.	Discussions with staff and pupils and monitoring indicates that this has led to much calmer lunch times with staff able to provide more nurture and effective play. Feedback from children indicates that the coach challenges them with physical activities and keeps them engaged.	1,2,3,4,5

Enrichment clubs £3000	Evidence from pupil voice indicates love of school through after school club engagements.	1,2,3,4,5
Attendance officer 20 hrs weekly £19,500	Attendance for pupil premium is lower than their peers. The officer will monitor attendance figures, contact parents, have meetings and make home visits. Similar activities for punctuality concerns. The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4. Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10- 15% of all sessions OFSTED Research and Analysis -Securing Good Attendance and Tackling Persistent Absence (February 2022)	5,6
ELSA £2000	'On average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.' (Teaching and Learning toolkit) Dedicated teaching assistants to lead on ELSA sessions for any child in need of an intervention	1,2,3,4,5,6
Breakfast Club Activity workers x4 £11,000	There is significant research into the importance of a healthy breakfast in relation to cognitive development. Daily breakfast (food provided by Huddersfield Town), provided for all pupil premium and other children in need of this club, so that no child starts the day hungry for food, and that they are in school on time.	1,2,3,4,5,6
Visits £6000	To ensure all pupil premium children are able to afford the wider experiences, the school will fund half of the costs towards this. Discussion with families indicates that this has been instrumental in enabling them to pay for these visits.	1,2,3,4,5,6
Musical instruments £6,500	Pupil voice indicates a real love and appreciation for being able to play a musical instrument. All children in Year 2 and 3 play chime bars and every child in Years 4,5 and 6 learns to play the violin. Every child has the right to learn a musical instrument.	1,2,3,4,5,6
Emotion Coaching	Whole school strategy to promote whole school approach.	1,2,3,4,5,6

	Research: Gottman et al (1996) – Emotion Coached children are better able to: control their impulses; delay gratification; self soothe when upset; pay attention. As a result, Emotion Coached children achieve more academically in school; are more popular; have fewer behavioural problems; have fewer infectious illnesses; are more emotionally stable; are more resilient.	
Pre-Nursey sessions X2Nursery Nurses x18 sessions over the year £1000	Half a day sessions for pre-nursery children so that they become familiar with school and routines. Early identification key.	1,2,3,4,5,6
Parent workshops	Workshops to promote love of reading through shared books with families and children. Workshop on phonics, early maths EEF - Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular.	1,2,3,4,5,6
Well-being Champions	Well-being champions role is to encourage positive conversations around wellbeing and mental health. They will also have more or awareness of their thoughts and feelings and how to help others with theirs	1,2,3,4,5,6

Total budgeted cost: £310,420

This figure shows that we spend more on pupil premium than the allocation.

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 2024 to 2025 academic year.

The school has seen significant impact in pupil outcomes due to pupil premium funding.

Entry data into Nursery and School identifies only 8% of children working at age related expectations. Leaders tailor the school's curriculum to meet the children's needs and through DfE approved programmes such as NELI, as well as other interventions, children start to significantly reduce the gap and achieved 59% GLD by the time they leave Reception. The gap to national has reduced significantly by only 8% compared to 24% from the 2018-19 data. The gap for children with pupil premium achieving GLD has also narrowed significantly at 50%. This data has now become a three-year trend.

As the children continue their learning journey the aspirational and ambitious school curriculum enables children to catch up even further with 90% passing the phonics screening (national 80%). 91% of children with pupil premium passed the phonics screening; higher than national all pupils by 11% and by the school's non pupil premium children by 1%.

Key Stage 2 Data (2024-25)

The school's KS2 curriculum builds upon children's knowledge and skills cumulatively and substantially as despite only 8% at age related expectations upon entry, 65% now achieve the combined standard, higher than national levels for both expected and higher for the combined measure. The school's GD results for both Reading and Maths are also in line with national. Also, whilst there will not be any published progress data this year, our internal data indicates that progress is outstanding.

Children with pupil premium at KS2 perform very well. In Maths they achieve higher than national and are in line with their school peers. Progress is strong.

The school strategically uses its funding to ensure children with pupil premium have a successful education at Mount Pleasant and thus are fully prepared for the next stage in their learning.

Subject	School	National	Pupil Premium
Reading Expected	77%	75%	71%
Reading Greater Depth	31%	33%	21%
Writing Expected	77%	73%	62%
Writing Greater Depth	8%	13%	9%
Maths Expected	86%	74%	86%
Maths Greater Depth	26%	26%	18%
GPS Expected	77%	73%	-

GPS Greater Depth	32%	30%	-
Combined Reading, Writing, Maths Expected	65%	62%	53%
Combined Reading, Writing, Maths Greater Depth	7%	8%	3%

Attendance – The gap between children with pupil premium is 0.7% lower than their peers. The gaps between the two groups has been narrowing; in previous years it was as much as 2% and last year it was 1%.

Persistent absence figures for pupils with pupil premium are better than those without at 67.6 compared to 8.2% for non-pupil premium pupils.

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
Literacy pathways	Literacy Pathways
Data analysis	Insight
Multiplication online application	Times Table Rockstars
Spelling, grammar and punctuation	Spag.com