

# Pupil premium strategy statement – Mountbatten Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	292
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	<i>Jamie Wegg</i> , Head of School
Pupil premium lead	<i>Jamie Wegg</i> , Head of School
Governor / Trustee lead	<i>Lynne Clark</i> , Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£239,348
Recovery premium funding allocation this academic year	£23,851
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£263,199</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Mountbatten, our pupil premium funding sets the achievements of children from disadvantaged backgrounds as a priority. We strive to close the attainment gap between disadvantaged pupils and their peers. This is an important gain for these pupils as often they are more likely to be attaining lower than other pupils in their cohort and this can impact on their long-term goals.

Pupil premium pupils are not all alike and as a school we ensure that we don't categorise pupils by labelling them as disadvantaged, but treating every child as an individual who has the potential to succeed and attain well.

Our strategy works towards a three-tiered approach that balances approaches to improve quality first teaching, targeted academic support and wider strategies. Staff embrace research and training to identify the best possible interventions and support to ensure pupils thrive and to target closing the gap.

## Challenges

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

Challenge number	Detail of challenge
1	The achievement gap has widened between PP pupils and others, especially for reading, writing and mathematics. Some PP pupils have knowledge gaps and find it difficult to retain/recall prior knowledge and therefore are working below age related expectations.
2	On entry, pupils display a lack of vocabulary and low-level speaking and listening skills. This then can impact on how well pupils attain.
3	Pupils have limited life experiences beyond their home and immediate community
4	Low attendance, persistent absences or lateness impacts on academic and social emotional well-being of pupils
5	Social, emotional and mental health needs and pupils lived experiences at home can impact on pupils' readiness to learn, self-esteem and

	motivation to achieve well.
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## 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 reading, writing and maths attainment among disadvantaged pupils in KS2.	Increase in disadvantaged pupils achieving EXS+ and GDS at end of KS2 non- disadvantaged pupils, particularly at higher standard. Standards are inline or above National expectations.
Improved reading, writing and maths attainment among disadvantaged pupils in KS1.	Increase in disadvantaged pupils achieving EXS+ and GDS at end of KS1 non- disadvantaged pupils, particularly at higher standard. Standards are inline or above National expectations.
Disadvantage pupils in reception are year 1 ready and leave reception with a good level of development (GLD).	Increase in disadvantaged pupils achieving GLD at end of reception. Standards are inline or above National expectations.
Phonics is taught well and pupils make good or better progress. Disadvantage pupils can apply their phonic knowledge when reading and writing.	Increase the percentage of disadvantaged pupils passing the Phonic screening Check Year 1 and Year 2 (June 2024). Standards are inline or above National expectations.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Increase the attendance for disadvantage pupils by 96%+.

Provide increased enrichment opportunities to improve engagement in school through the Mountbatten 50, extra-curricular clubs and experiences.	100% of disadvantaged pupils take part in enrichment opportunities during the school year. Pupil voice shows engagement of pupils and enjoyment of experiences.
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## 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: **£123,435**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller class sizes for Year 1 and 3 (classes approx. 20) (£111,322)	Research through EEF +2 month Ensuring an effective teacher is in front of every class is supported to keep on improving. This is the key ingredient to a successful school and should rightly be top priority for any pupil premium spend (Sutton Trust Report, 2011)	1 and 2
Identify and provide quality staff CPD for all teaching and support staff (£8518)	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. A growing consensus is that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes (EEF 2021).	1, 2, 4 and 5
Purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly. (£3595)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1 and 2

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

Budgeted cost: **£70,673.04**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of Lexia intervention for Reading to close specific gaps for identified pupils (£4666)</p>	<p>High quality structured interventions are a key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils. There is evidence to suggest that early literacy programmes that include activities linked to phonemic awareness and phonics skills lead to better literacy outcomes than programmes without these components (EEF 2018).</p>	<p>1 and 2</p>
<p>Use TT Rockstars to provide method of practising recall of times table (£166.04)</p>	<p>Dedicate time to focus on mathematics each day. Explore mathematics through different contexts, including storybooks, puzzles, songs, rhymes, puppet play, and games (EEF, 2020). Ensure that pupils develop fluent recall of facts (EEF, 2020). (Shine Trust) students 38% faster.</p>	<p>1</p>
<p>Purchase SATS companion online intervention for SATS revision for year 6. Identify gaps for focus intervention. (£308)</p>	<p>Pupils that use SATs Companion have boosted their results and their confidence by up to 30%.(SATS companion)</p>	<p>1 and 2</p>
<p>Use of Maths Whizz intervention for Maths to close specific gaps for identified pupils (£2955)</p>	<p>Dedicate time to focus on mathematics each day. Explore mathematics through different contexts, including storybooks, puzzles, songs, rhymes, puppet play, and games (EEF, 2020).  Ensure that pupils develop fluent recall of facts (EEF, 2020).</p>	<p>1 and 2</p>
<p>TAs to lead daily keep-up Phonics interventions (£25,331)</p>	<p>Phonics approaches have been consistently found to be effective in supporting young readers to master the basics of reading with an average impact of an additional four months' progress. Effective teaching of Phonics is more effective on average than other approaches to early reading (EEF 2018).</p>	<p>1 and 2</p>

Small group tutoring focusing on reading, writing and maths.  (£2869)	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - Small group tuition = +4 Months	1 and 2
Educational Psychologist engaged to carry out assessments for identified focus pupils (£4360)	Schools should aim to understand individual pupil's learning needs using the graduated approach. Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals (EEF, 2020)	1 and 2
One to one support for most disadvantaged pupils (£30,018.14)	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.	1 and 2

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

Budgeted cost: **£69,090.82**

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Best You Therapy- psychotherapy to support pupils with mental health, well-being (£7200)	'One-to-one counselling intervention delivered to children in UK primary schools predicted improvements in mental health that were maintained over a 2-year follow-up period.' (European Child & Adolescent Psychiatry, May 2021)	1 and 5
Advotalk to support pupils with mental health, well-being (£1520)	'One-to-one counselling intervention delivered to children in UK primary schools predicted improvements in mental health that were maintained over a 2 year follow-up period.' (European Child & Adolescent Psychiatry, May 2021)	1 and 5
Social, Emotional and Welfare Officer/ 1-1 ELSA to work with individual pupils for well-being and emotional support	ELSA states that 82% increase in rate for self-esteem and confidence. 71% increase in relationships.	1 and 5

(£21,049.48)		
Attendance Officer. 1st day of absence daily phone call and home visit. Attendance trigger points monitored, letters sent and parent/carers meetings arranged. (£19,733.58)	Pupils need to be in school to learn and achieve and there is a direct link between pupil achievement at KS2. Pupils with no absence are 1.6 times more likely to achieve level 4 (Age related expectations) at the end of KS2. Additional member of admin staff to support with Attendance pupils that missed 15-20 percent of all sessions (EEF, 2015).	1 and 4
Reward attendance through certificates and class rewards. (£4000)	Pupils need to be in school to learn and achieve and there is a direct link between pupil achievement at KS2. Pupils with no absence are 1.6 times more likely to achieve level 4 (Age related expectations) at the end of KS2.	1, 4 and 5
Free breakfast club for all pupils, including learning club (£5265.76)	Evidence from Education Endowment Foundation – The Institute for Fiscal Studies + 2 months	1, 4 and 5
Educational visits, experiences and visitors to enrich and enhance the curriculum 'Mountbatten 50' (£10,322)	Action research has demonstrated that there is greater involvement in learning of all children when topics are introduced following an enhancement activity. Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to Spending.	2, 4 and 5

**Total budgeted cost: £263199**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Attendance between September 2022 and July 2023

PP pupils 93.4%

Non-PP pupils 93.65%

Attendance whole school ended at 92.8%.

The gap has narrowed, but attendance continues to be a focus for PP funding.

GLD for Reception pupils this year was 69.4%.

52.9% of PP achieved GLD, compared to 84.2% Non-PP. The gap does need to be narrowed and funding will continue to be used across early year settings.

Phonic screening in year 1 76.9% pupils passed.

pp children passed = 68.8%

non pp children passed = 82.6%

Non-pupil premium pupils continue to achieve higher than PP pupils. PP funding will continue to support early reading and phonics.

Year 2 pupil premium:

Reading 52.2% EXS+ and 4.3% GDS;

Writing 52.2% EXS+ and 4.3% GDS;

Maths 65.2% EXS+ and 17.4% GDS;

RWM 47.8% EXS+ and 4.3% GDS

Assessments above are SATS results for reading and maths and teacher assessments for writing. Non-pupil premium pupils continue to achieve higher than PP pupils.

Year 6 pupil premium:

Reading 40.7% EXS+ and 3.7% GDS;

Writing 70.4% EXS+ and 0% GDS;

Maths 63% EXS+ and 11.1% GDS;

RWM 37% EXS+ and 0% GDS



Assessments above are SATS results for reading and maths and teacher assessments for writing. Non-pupil premium pupils are still achieving higher than pupil premium pupils however the gap has reduced from previous year.

## Externally provided programmes

Programme	Provider
N/A	