

Pupil premium strategy statement – Mountbatten Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|---------------------------------|
| Number of pupils in school | 273 |
| Proportion (%) of pupil premium eligible pupils | 52% |
| Academic year/years that our current pupil premium strategy plan covers | 2024-2025 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Jamie Wegg, Head of School |
| Pupil premium lead | Jamie Wegg, Head of School |
| Governor / Trustee lead | Lynne Clark, Chair of Governors |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £208,680 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £208,680 |

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. |

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 2025). 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 2025/26 demonstrated by: <ul style="list-style-type: none"> qualitative data from pupil voice and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| 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. |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£127,942**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Smaller class sizes for Year 2 and 3 (classes approx. 20) (£127,942) | 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 |

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

Budgeted cost: **£50,088**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Use of Maths Whizz intervention for Maths to close specific gaps for identified pupils (£2955) | 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). | 1 and 2 |
| TAs to lead daily keep-up Phonics interventions (£25,331) | 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). | 1 and 2 |

| | | |
|--|---|---------|
| One to one support for most disadvantaged pupils (£21,802) | 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: **£30,055.58**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| 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 |
| 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: £208,085.58

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance between September 2023 and July 2024

PP pupils 92.2%

Non-PP pupils 96%

Attendance whole school ended at 93.8%.

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

GLD for Reception pupils this year was 68%.

64% of PP achieved GLD, compared to 70% 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 84% pupils passed.

pp children passed = 68%

non pp children passed = 100%

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

Year 6 pupil premium:

Reading 47% EXS+;

Writing 56% EXS+;

Maths 50% EXS+;

RWM 39% EXS+;

GPS 50% EXS+

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

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
| N/A | N/A |