

Pupil premium strategy statement – 2022.23 review

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

School overview (22.23)

Detail	Data
School name	Mowmacre Hill Primary School
Number of pupils in school	395
Proportion (%) of pupil premium eligible pupils	47.09%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2023/2024
Date this statement was published	December 2021 (1 st version) October 2022 (this review)
Date on which it will be reviewed	Sept 2023
Statement authorised by	Matthew Peet Head Teacher
Pupil premium lead	Annemarie Timmins
Advisory Board lead	<i>Awaiting election</i>

Funding overview (22.23)

Detail	Amount
Pupil premium funding allocation this academic year	£228,525
Recovery premium funding allocation this academic year	£23,925

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	£252,450

Part A: Pupil premium strategy plan

Statement of intent (2021-2024)

Our intention is that all pupils at Mowmacre Hill Primary School, irrespective of their background, COVID19 or any challenges they face, make good progress and achieve high attainment across all subject areas. The overall aim of our pupil premium strategy is to provide support disadvantaged pupils to achieve that goal. This also includes pupils being challenged further and enhancing their progress for those who are already high attainers.

We ensure that high-quality teaching is at the core of our approach. We also focus on areas in which disadvantaged pupils require the most support. It is evident that this will have the greatest impact on closing the disadvantage attainment gap. At Mowmacre Hill we believe that at the same time will benefit the non-disadvantaged pupils in our school. Alongside our intended outcomes that are detailed below, it is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will carefully consider the challenges that our pupils may face, such as those who require support with well-being and attendance or if they may be a young carer or supported by social services. The approaches we intend to implement which we have highlighted within this statement is also intended to support their needs, regardless of whether a child is disadvantaged or not.

Our strategy is integral to wider school plans for education recovery. Our approach will be in response to common challenges that have arisen and to individual needs. This holistic approach will be evidenced through continuous assessment and not based upon the assumptions about the impact of disadvantage. The approaches we have decided to embed, will complement each other to support all pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their work
- act promptly when an area of need has been identified.
- 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	Internal assessments indicate that the writing attainment for 2020/2021 Summer 2 data among disadvantaged pupils is significantly below non-disadvantaged pupils (disadvantage pupils ARE 35%). 52% of children in year 6 that were recognised as disadvantaged reached ARE in writing by the end of the academic year. Year 2 data identifies that 8% of children who are disadvantaged achieved the expected standard by Summer 2.

	On entry to reception in September 2021, 90% of the cohort arrived below age related expectations.
2	Improving Speech and language across the whole of the school Assessment, discussions and observations with pupils across both key stages indicate underdeveloped oral language skills and vocabulary gaps. This is evident from receptions screening data 0% of children presented as achieving expected expressive and receptive language.
3	Some pupils lack real world experiences to build knowledge, social skills and resilience. Research from the IDACI suggests that the Mowmacre Hill is in the top 3% of deprived areas in the country.
4	Assessment and observations indicate that the education and well-being of many of our disadvantaged pupils has been impacted by the partial closure of schools. These children are in need of support to ensure good mental health and well-being. In school this could manifest itself as anxious, withdrawn or disruptive behaviour in class. This has resulted in significant knowledge gaps across the curriculum.
5	Due to Covid-19 we have seen a huge increase in the need and support of the family support worker. There were 317 Child protection incidents recorded using Cpoms and there has also been an increased referral and support through the schools' early help offer due to circumstances changing. To support families' food parcels (72 in the last 12 months) have been supplied through the family support officer and also the requirement of support relating to mental health and domestic abuse.
6	Improve attendance for children that are eligible for pupil premium. Pupil premium attendance has increased slightly from 89.8% in 2019/2020 to 92.9% in 2020/2021. This still is well below government expectations of 96%.

Intended outcomes (2024)

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
Improve writing attainment for children across the school.	PP Pupils to receive extra support with reading and writing to help towards end of Key stage outcomes. Key stage 2 writing outcomes in 24/25, show that more than 65% disadvantaged pupils will meet the expected standard.
Children across the school to access Speech and Language Therapy.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including

	engagement in lessons, book scrutiny and ongoing formative assessment.
Providing real life experiences for children who are eligible for pupil premium.	Children will receive partial financial support towards real world experiences.
Children who need support with Social, Emotional and Mental Health needs will receive support.	<p>Children will receive targeted support by accessing ELSA, inclusion champion or the Family Welfare Officer. Pupils to show an improved mental wellbeing through support for SEHM needs.</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations
Improve attendance for children that are eligible for pupil premium.	<p>Sustain attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - the average percentage of all children attending to be above 96% - the percentage of disadvantaged pupils who are persistently absent being below 20%

Activity in this academic year (22.23)

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: £35,731

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT will provide cover to allow for staff to provide intervention for pupils in Year 6 and Year 2 to ensure that they meet scaled score targets for KS1 and KS2 SATs.	<p>Ensuring PP children meet scaled score targets. Providing children with the best possible opportunity to achieve their best end of KS2 SATs scores.</p> <p>EEF identify that small group tuition is most likely to be effective when learning is targeted at children's specific needs and delivered by a qualified teacher:</p> <p>"Small group tuition has an average impact of four months' additional progress over the course of a year." – EEF Small Group Tuition findings</p>	<p>1</p> <p>£35,731</p>

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

Budgeted cost: £74,977

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme 24 PP children, 2 hours a week for 32 weeks, 8 members of staff (4 each hour)	<p>The EEF Teaching and Learning Toolkit indicates "that if tuition is high-quality and aligned to classroom teaching, pupils can make up to five months additional progress with one-to-one tuition and up to four months additional progress with small group tuition" (taken from the EEF Making a Difference with Effective Tutoring guide)</p> <p>"Tuition is one of the best evidenced interventions we have to support disadvantaged pupils' attainment." - Professor Becky Francis</p>	<p>1</p> <p>£1,844 (40% of the total cost)</p>
Speech and language Therapist to work with identified children to support their level of communication. This	The Communication Trust: "There is a substantial amount of evidence linking SLCN with other areas of difficulty. We know that children with SLCN have difficulties across many areas of their lives."	<p>2</p> <p>£23,750 (SALT)</p>

<p>support is delivered frequently to ensure that a maximum level of progress is achieved.</p> <p>SALT are also providing training for teachers and support staff to broaden skill set.</p>	<p>“On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.” – EEF Oral Language Interventions findings</p> <p>School baseline data against the communication trust age-appropriate expectations shows that large proportion of children are below.</p> <p>Epic provide regular discussion with colleagues and to discuss SALT interventions. This gives an opportunity to discuss any concerns and any areas that need to be addressed. Epic also provide training to staff in order for the interventions that Epic run to be conducted by TAs throughout the week. Most interventions are usually three times a week; one session ran by Epic and the others by TAs. This is regularly assessed by EPIC and feedback forms are completed by TAs each session.</p>	
<p>Children that require support from one of the ELSA’s are identified by staff. Interventions are then designed to support the children’s needs.</p>	<p>Behaviour intervention Sutton Trust: moderate impact for moderate cost (social and emotional learning)</p> <p>“Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year...being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores...” – EEF Social and Emotional Learning findings</p> <p>The ELSAs provide sessions that are tailored to meet the needs of each pupil. Interventions are running on a 1:1 basis or in a group. They conduct weekly well-being meetings with SLT to discuss the impact and progress each child is making.</p>	<p>4</p> <p>£15,573 + £33,810 (ELSAs)</p>

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

Budgeted cost: £141,742

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A team has been employed to provide support for children with Social, Emotional and Mental Health needs. This team of staff provides in class support where relevant.</p>	<p>Sutton Trust: moderate impact for moderate cost (social and emotional learning)</p> <p>“Both targeted interventions and universal approaches have positive</p>	<p>4</p> <p>£38,995 (behaviour champion) + £15,806 (behaviour mentor)</p>

<p>They write behaviour plans, provide interventions and support families with any SEMH needs.</p> <p>This provides support for the whole school due to the potential impact of certain behaviours.</p>	<p>overall effects (+ 4 months)” – EEF Behaviour Interventions findings</p> <p>“Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year...being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores...” – EEF Social and Emotional Learning findings</p> <p>Due to effects of COVID-19 some children returned to school with additional SEHM needs these included family loss of income, bereavement, anxiety and worry.</p> <p>Interventions have been implemented to support pupils and also on a 1:1 basis, this is also to ensure pupils are integrated back into the classroom with a holistic approach by developing their social, emotional and academic needs.</p>	
<p>AO will work alongside the office staff to ensure that PP children are increasing their attendance.</p> <p>This level of support includes collecting the children from home, setting up attendance incentives and working alongside the FWO to support the families.</p> <p>There will be whole school attendance assemblies with incentives to encourage and promote children attending school.</p>	<p>Sutton trust: low impact for moderate cost however school data shows that increased attendance raises percentage of children who are meeting age related by the end of year group.</p> <p>EEF found that “the average impact of responsive and targeted approaches to attendance is positive” (Attendance Interventions report, March 2022).</p> <p>They also found “a very small positive impact, on average for communication parental engagement on attendance and a small positive impact for other parental engagement interventions.” Again, in-school historic evidence shows a stronger correlation with our own families.</p>	<p>6</p> <p>£29,521 (Attendance Officer) + £5,000 incentives</p>
<p>Each class to have a bagel for each child every morning. This will support the children’s energy and ability to sustain focus during the morning session.</p>	<p>Maslow’s hierarchy of need – ensure that children have basic needs met, including a nutritious breakfast</p> <p>Attendance will improve for PP children as a result of this strategy. Providing the bagels, also supports engagement in</p>	<p>6</p> <p>£10,000 + £2,157 staffing</p>

	<p>learning and attainment. Our free Breakfast club is running, in which additional breakfast is provided.</p> <p>EEF found that “the provision of universal breakfast programmes has had...small positive effect on pupil attendance...a promising area for future research might be around how to maximise the impact of breakfast clubs” (Attendance Interventions report, March 2022).</p> <p>Specific research based on the Magic Breakfast programme found that “Year 2 children in breakfast club schools experienced around two months’ additional progress compared to Year 2 children in the other schools in the trial. These positive results would be unlikely to occur by chance.” (EEF Magic Breakfast Evaluation Report, Nov 2016)</p> <p>Also the impact on Year 6 children’s writing and English was “two months’ progress compared to the other Year 6 children. These positive results would be unlikely to occur by chance.”</p> <p>Finally, “pupil behaviour...improved in breakfast club schools. This is interesting because it shows that breakfast clubs may improve outcomes for children who do not even attend breakfast club, by improving classroom environments.”</p>	
<p>Education Welfare Officer to work alongside the Attendance officer to provide support for children not achieving 96% attendance. The Education Welfare Officer also attends weekly meetings with the Family Support worker.</p>	<p>The school is aiming to achieve 96% attendance. Sutton trust: low impact for moderate cost however school data shows that increased attendance raises percentage of children who are meeting age related by the end of year group.</p> <p>EEF found that “the average impact of responsive and targeted approaches to attendance is positive” (Attendance Interventions report, March 2022).</p> <p>They also found “a very small positive impact, on average for communication parental engagement on attendance and a small positive impact for other parental engagement interventions.” Again, in-school historic evidence shows a stronger correlation with our own families</p>	<p>6</p> <p>£7,777</p>

<p>The aim is to allow PP pupils to access new experiences which they otherwise would not be able to.</p> <p>The aim is to boost pupil's confidence and self-esteem.</p> <p>Furthermore, this will have a positive impact on their learning linked to the whole school curriculum.</p>	<p>Mowmacre Hill Primary theme for trips is identified as 'Looking beyond Mowmacre'. Many of our children do not have access to opportunities outside of the Mowmacre Hill Estate. Each year group strategically plans trips that can provide life experience, that they may not be exposed too. An example of this was a previous Year 1 visited Yorkshire Wildlife park to allow them to investigate and explore a wider range of different types of animals kept in a conservation.</p> <p>Among the many potential outcomes, research has shown that field trips:</p> <ul style="list-style-type: none"> • Expose students to new experiences and can increase interest and engagement in science regardless of prior interest in a topic (Kisiel, 2005; Bonderup Dohn, 2011), • Result in affective gains such as more positive feelings toward a topic (Csikszentmihalyi & Hermandson, 1995; Nadelson & Jordan, 2012). • Are experiences that can be recalled and useful long after a visit (Salmi, 2003; Falk & Dierking, 1997; Wolins, Jensen, & Ulzheimer, 1992). <p>"Approaches linked to gains in attainment almost always have a significant academic component, suggesting that raising aspirations in isolation will not be effective...ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective..." (EEF Aspiration Interventions findings)</p>	<p>3</p> <p>£15,000</p>
<p>Work alongside children's families to ensure that there is increased support in school and in the home.</p>	<p>Demand from families wishing to access this support has continued to rise. FSO also plays a significant role in safeguarding children. The FWO supports the Attendance Officer and wellbeing team to ensure families are being included and communicated with during the process of improving support for pupils. FWO also is the foodbank coordinator.</p> <p>Maslow's hierarchy of need – ensure that children have basic needs met.</p>	<p>5</p> <p>£17,486 (Family Support)</p>

	EEF found “a very small positive impact, on average for communication parental engagement on attendance and a small positive impact for other parental engagement interventions.” Again, in-school historic evidence shows a stronger correlation with our own families (Attendance Interventions report , March 2022).	
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Total budgeted cost: £252,450

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 2021 to 2022 academic year.

NB: 18/19 is used as the 'previous year' for a number of statistics used in this review due to the lack of nationally testing during the pandemic of 19/20 and 20/21.

1. Writing outcomes

KS1

KS1	Mowmacre - disadvantaged		Mowmacre – all children		National – disadvantaged		National – all children	
	Exp	GD	Exp	GD	Exp	GD	Exp	GD
21/22	59%	3%	60%	2%	41%	3%	58%	8%
18/19	8% (internal from 2021)	0%	56%	4%	55%	7%	69%	15%

- Nationally, the percentage of KS1 children meeting expected in writing reduced between 18/19 and 21/22 for both disadvantaged and all children
- At Mowmacre, the percentage meeting expected actually increased for both disadvantaged and all children
- Mowmacre's percentage of disadvantaged children meeting expected in 21/22 (59%) and all children (60%), were both higher than all children nationally (58%)

KS2

KS2	Mowmacre - disadvantaged		Mowmacre – all children		National – disadvantaged		National – all children	
	Exp	GD	Exp	GD	Exp	GD	Exp	GD
21/22	64%	14%	74%	10%	55%	6%	69%	13%
18/19	52%	0%	71%	8%	68%	11%	78%	20%

- Nationally, the percentage of KS2 children meeting expected in writing reduced between 18/19 and 21/22 for both disadvantaged and all children
- At Mowmacre, the percentage meeting expected actually increased for both disadvantaged and all children

- Mowmacre’s percentage of disadvantaged children meeting expected in 21/22 (64%) was higher than disadvantaged children nationally (55%); the percentage at great depth (14%) was higher than all children nationally (13%)
- Mowmacre’s percentage of all children meeting expected in 21/22 (74%) was higher than all children nationally (69%)
- The national disadvantage gap index has increased from 2.91 in 2019 to 3.21 in 2022. This is the highest level since 2012, suggesting that disruption to learning during the COVID-19 pandemic has had a greater impact on disadvantaged pupils.
- Our success criteria is that KS2 writing outcomes in 24/25 show that more than 65% of disadvantaged pupils meet the expected standard. We are well on track after the 12% increase this year.

2. SALT access

Reception screening data	Expected expressive/ receptive language*	Amber or higher in expressive language	Amber or higher in receptive language
	*0 children in 2020		
Autumn 22	5%	65%	79%
Autumn 21	9%	56%	79%

- As outlined in our challenges above, 0 children met the expected level of expressive and receptive language in 2020; this increased to 9% in 2021 and 5% in 2022
- Even though it dropped in 2022, looking at the percentage of children at least working towards meeting it (amber or higher) highlighted an improvement from 56% in 2021 and 65% in 2022 for expressive language, and a sustained 79% for receptive language.

Phonics screening checks (Yr 1)	Mowmacre - disadvantaged	Mowmacre – all children	National - disadvantaged	National – all children
21/22	62% ↑	73% ↑	62% ↑	75% ↑
18/19	67.5%	71%	71%	82%

- Nationally, the percentage of Yr1 children passing the phonics screening checks reduced between 18/19 and 21/22 for both disadvantaged and all children
- At Mowmacre, the percentage actually increased for all children
- Even though the percentage decreased for Mowmacre’s disadvantaged children, the gap has been reduced compared to national all children and it is now equal with national disadvantaged (62%)

Phonics screening checks (Yr 2)	Mowmacre - disadvantaged	Mowmacre – all children	National - disadvantaged	National – all children
21/22	74% ↑	81% ↑	78% ↑	87% ↑
18/19	68%	75%	85%	91%

- Nationally, the percentage of Yr2 children passing the phonics screening checks reduced between 18/19 and 21/22 for both disadvantaged and all children
- At Mowmacre, the percentage actually increased for both disadvantaged and all children
- Even though the percentages for Mowmacre’s children are lower than their national counterparts, the gap has been reduced for both.

Real life experiences – we have a bank of case studies covering a breadth of year groups (not saved here due to GDPR).

SEMH support

Exclusions	20/21	21/22
Number of sessions	44	14
Number of children	10	2

- The number of exclusions reduced between 20/21 and 21/22
- The number of individual children excluded also reduced.
- Both the children excluded last year were disadvantaged. 6 of the 10 children in 20/21 were.

MAPA	19/20	20/21	21/22
Number of holds	28	14	18
Transitions	47	82	105

- The use of MAPA holds decreased from 28 in 19/20 to 14 in 20/21.
- This slightly increased to 18 in 21/22, but the number gradually decreased across the year as the interventions started to have impact. This is in contrast to 20/21 where, in Summer 2, there was the highest number of holds out of any half term that year (12 holds).
- The use of MAPA transitions increased from 47 in 19/20 to 82 in 20/21.
- This increased again to 105 in 21/22, but again it was a more gradual decrease across the year as the interventions started to have impact (38 in Autumn 1 to 2 in Summer 2). Again, this is in contrast to 20/21 where there were still 24 transitions in Summer 2.

- The pattern of holds decreasing whilst transitions increased, highlights that staff are suitably trained and knowledge of the children is at a level where triggers can be identified early and an appropriate action put into place before a behaviour spirals.

Family support

- 76 children attended breakfast club in 21/22, with 3 on a waiting list.
- 10 food parcels have been given out so far this term
- 8 parents regularly attend coffee mornings
- 21 parents signed up to Adult Education courses, including the 8 from coffee mornings
- Facilitated a number of parenting groups such as 'The Solihull Approach'
- FSO has supported parents with housing applications, DLA applications, SEN transport, Early Help, in year transfer application, claim for a new cooker and 3 household support fund applications
- FSO carries out home visits, weekly meeting with local PCO, met with school EWO weekly to discuss children that were CP or social care where attendance was an issue, meet with school nurse (3 referrals), ran an Ambassador programme - met with other FSW to bring in new initiatives, through LA
- CIN conferences (currently 2 cases), CP conferences (currently 3 cases), early help (8 referrals)
- 96% of parents said "the school responds well to any concerns I raise"
- 98% of parents said "my child is well looked after at this school"

Attendance

	Mowmacre - disadvantaged	Mowmacre - all children	National - disadvantaged	National - all children
21/22	94.81% ↑	93.57% ↑	92.4% (Autumn only) ↑	94.3% (Autumn only) ↑
20/21	92.45%	94.37%	94.2%	95.4%

- Whilst attendance dropped both nationally and at Mowmacre due to the continuing impact of Covid isolations, Mowmacre's disadvantaged children's attendance actually increased and in 21/22 was higher than all children nationally.

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
N/A	N/A
N/A	N/A

Service pupil premium funding (optional)

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

Interventions 2021-22	Reading	Writing	Maths
Autumn 1	GR intervention, 3 times a week to focus on inference skills	N/A	Arithmetic intervention, once a week to focus on consolidating basic skills
Autumn 2	GR intervention, 3 times a week to focus on inference skills	Handwriting practice, 3 times a week to develop joined handwriting	Arithmetic intervention, once a week to focus on consolidating basic skills
Spring 1			
Spring 2			
Summer 1			
Summer 2			