

Pupil premium strategy statement Mowmacre Hill Primary School 2024-2027

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 the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|----------------------|
| Number of pupils in school | 361 |
| Proportion (%) of pupil premium eligible pupils | 51% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2024-2027 |
| Date this statement was published | Oct 2025 |
| Date on which it will be reviewed | Nov 2026 |
| Statement authorised by | Isaac Howarth |
| Pupil premium lead | Annemarie Williamson |
| Governor / Trustee lead | Dawn Breeze |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £279,000 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £0 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £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> | £279,000 |

Part A: Pupil premium strategy plan

Statement of intent

At Mowmacre Hill Primary School, our unwavering commitment is to ensure that every pupil—regardless of background—makes strong progress and achieves high standards across all areas of the curriculum. Our pupil premium strategy is designed to dismantle barriers to learning and provide equitable opportunities for our disadvantaged pupils to thrive academically, socially, and emotionally.

Central to our approach is the belief that high-quality teaching is the most powerful lever for closing the attainment gap. We invest in professional development, coaching, and evidence-based practices to ensure that all staff are equipped to deliver excellence in the classroom. Our strategy is not only about supporting those who are behind but also about challenging high-attaining disadvantaged pupils to reach their full potential.

We recognise that disadvantage is multifaceted. Pupils may face challenges related to attendance, wellbeing, limited life experiences, or external responsibilities such as being young carers. Our strategy is therefore holistic—addressing academic needs alongside social, emotional, and contextual factors. We aim to create a nurturing and inclusive environment where every child feels safe, valued, and inspired to learn.

Our pupil premium plan is embedded within the wider school improvement and recovery agenda. It is responsive to both common challenges and individual needs, informed by continuous assessment rather than assumptions. We are committed to early intervention, rigorous monitoring, and a whole-school ethos where every member of staff takes ownership of disadvantaged pupils' outcomes.

Ultimately, our goal is to ensure that disadvantaged pupils not only catch up with their peers but also excel. We believe that by raising expectations, providing targeted support, and fostering a culture of ambition, we can transform lives and build a foundation for lifelong success.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Improve attendance for children that are eligible for pupil premium and for them to be in line with their peers. There is currently a difference of 2.5% between pupil premium and non-pupil premium children. |

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| 2 | 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 |
| 3 | A rise in SEMH needs means that some children and families need additional support. |
| 4 | Improve phonics attainment for children across the school. In 2024, 63% of Year 1 children reached the expected standard in phonics. |
| 5 | To raise the Year 6 combined attainment levels in maths, writing and reading. In 2024, 48% of PP children met the combined standard of reading, writing and maths. |

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 |
|--|---|
| Improve attendance for children that are eligible for pupil premium. | Sustain attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> - the average percentage of PP children attending to be at least 96% - the percentage of disadvantaged pupils who are persistently absent being below 15% |
| 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. | 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. Sustained high levels of wellbeing from 2026/27 demonstrated by: <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations |
| Improve phonics attainment for children across the school. | 89% of PP children to receive phonics teaching will be reading at age related expectation by 2026/27. |
| To raise the Year 6 combined attainment levels in maths, writing and reading. | Attainment of Year 6 PP children will be in line with National average by 2026/27. |

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: £60,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Recovery resources | <p>Mowmacre Hill has invested in buying an amount of tablets to ensure that every KS1 child has the best opportunities and equity amongst their peers.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1699330532</p> | Challenge 6 |
| Teacher development release time – each teacher released for 2 hours per week for coaching and development | <p>EEF – mastery learning + 5 months - Metacognition + 7 months</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/masterylearning https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-selfregulation</p> | 5 and 6 |

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

Budgeted cost: £ 85,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Speech and language Therapist to work with identified children to support their level of communication. This 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>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> <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>Challenge 2 and 5</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>Challenge 3</p> |
| <p>Subscriptions</p> | <p>To support pupils further a number of subscriptions have been purchased which include:</p> <p>Class VR Portal</p> | <p>Challenge 2,4 and 5</p> |

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| | <p>Teachmate AI Renaissance (Accelerated Reader) Lyfta Tapestry</p> <p>These support pupils learning and help bridge any gaps with in learning. Some applications such as Tapestry, Lyfta and Class VR Portal allow children to chare experience's that they may not normally be exposed too. These can be accessed by all PP children of all ages.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1699368580</p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 120,000

| 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. 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>Behaviour intervention Sutton Trust: moderate impact for moderate cost (social and emotional learning) High percentage of vulnerable children for exclusion are PP.</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 an holistic approach by developing their social, emotional and academic needs.</p> <p>EEF social and emotional guidance suggests that this has a positive impact on academic progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | Challenge 3 |

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| <p>AO will work alongside the office staff to ensure that PP children are increasing their attendance. 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>https://www.suttontrust.com/our-priorities/schools/</p> | <p>Challenge 1</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>In reference to Maslow's Hierarchy of Needs, we ensure children have a nutritious breakfast.</p> <p>Attendance will improve for PP children as a result of this strategy. Providing the bagels, also supports engagement in learning and attainment. Our free breakfast club is running, in which additional breakfast is provided. Every PP child also has the opportunity for milk each morning using the Cool Milk scheme.</p> <p>The Magic Breakfast founders outline the benefits of providing breakfast as hungry children cannot concentrate when hungry and therefore will affect children's well-being and academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/EEF_Project_Report_Magic_Breakfast.pdf</p> | <p>Challenge 3</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</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.</p> <p>Among the many potential outcomes, research has shown that field trips:</p> | <p>Challenge 2</p> |

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| confidence and self-esteem. Furthermore, this will have a positive impact on their learning linked to the whole school curriculum. | <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 & Hermanson, 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> | |
| Work alongside children's families to ensure that there is increased support in school and in the home. | <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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | Challenge 3 |

Total budgeted cost: £ 265,000 (£5000 contingency)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the 2024/25 academic year, Mowmacre Hill Primary School received £259,000 in pupil premium funding. This funding was strategically allocated to improve outcomes for disadvantaged pupils through a combination of high-quality teaching, targeted academic support, and wider strategies addressing attendance, wellbeing, and access to enriching experiences. The school's approach was rooted in a whole-school commitment to equity and excellence, ensuring that all pupils, regardless of background, had the opportunity to thrive.

One of the key areas of focus was attendance. The school aimed to raise the attendance of pupil premium (PP) children to at least 96% and reduce persistent absence to below 15%. By the end of the year, PP attendance reached 92.98%, just below their peers at 95.48%, demonstrating a narrowing gap. This improvement was supported by initiatives such as home collections, attendance incentives, and the provision of breakfast through the Magic Breakfast scheme, which helped pupils start their day with energy and focus.

Real-world experiences were another priority. The school ensured that all PP pupils had access to trips and digital platforms such as Class VR and Lyfta, which enriched their learning and exposed them to environments beyond the Mowmacre Hill Estate. These experiences were designed to build social skills, resilience, and engagement with the curriculum. Although specific case studies are not included due to GDPR regulations, internal documentation reflects positive outcomes across year groups.

Support for social, emotional, and mental health (SEMH) needs was robust. Pupils received tailored interventions from ELSAs, the Family Welfare Officer, and a dedicated SEMH team. These professionals provided in-class support, behaviour plans, and family engagement, contributing to improved wellbeing. Feedback from student voice activities, surveys, and teacher observations indicated that pupils benefited significantly from these interventions.

Phonics and literacy development were also central to the strategy. A new reading scheme was introduced in spring 2025, supported by teacher CPD and digital tools. Teachers used their allocated development time to explore the programme and enhance their delivery, resulting in improved literacy outcomes. The school's status as a Microsoft Showcase School further enabled personalised learning through platforms like OneNote and pre-recorded lessons.

In Year 6, the combined attainment in reading, writing, and maths among PP pupils reached 40%, aligning with their peers. This progress was supported by targeted interventions, teacher coaching, and structured academic support such as speech and

language therapy and digital subscriptions. These efforts contributed to narrowing the attainment gap and improving pupil outcomes.

The school also strengthened its partnership with families through initiatives like food parcels, coffee mornings, and adult learning opportunities. These efforts helped build trust and engagement, ensuring that families felt supported and included in their children's education.

Overall, the 2024/25 pupil premium strategy at Mowmacre Hill Primary School demonstrated a thoughtful and impactful approach to supporting disadvantaged pupils. Through a blend of academic, emotional, and experiential support, the school made meaningful progress toward its long-term goals.

Externally provided programmes

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