

□ The Mosley Academy Pupil Premium Strategy Statement 2023 to 2026

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Mosley Academy
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	5% (11 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	October 2023 – reviewed Autumn Term 2024
Date on which it will be reviewed	Autumn Term 2025
Statement authorised by	Sarah Rowe Headteacher
Pupil premium lead	Gemma Claxton
Governor / Trustee lead	Andy Goodeve Lead for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,132.22
Recovery premium funding allocation this academic year	£0
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	£27,132.22

Part A: Pupil premium strategy plan

Statement of intent

Our objective is to ensure that all pupils, regardless of their background or the challenges they may encounter, make significant progress and achieve exceptional outcomes across all subjects. This includes fostering personal development through enriching experiences, extracurricular opportunities, and the cultivation of talents and interests. Central to our Pupil Premium strategy is the commitment to supporting disadvantaged pupils in achieving these goals, including the progress of those who are already high achievers. This is a shared responsibility, with all staff members and the local governing body dedicated to this mission.

We are mindful of the unique challenges faced by vulnerable pupils, such as those with a social worker or those whose families fall just short of the criteria for pupil premium support. The initiatives outlined in this statement aim to address their needs as well, irrespective of whether they qualify as disadvantaged.

It is vital that schools get this right. Every child who leaves school without the right qualifications faces far more difficult path to fulfilling their potential and finding employment. We owe it to all of our young people to ensure that they are given every chance to succeed. Sir Michael Wilshaw in the Ofsted 2012, Evaluation of the Pupil Premium Spending.

At the core of our approach is high-quality teaching, with a particular emphasis on the areas where disadvantaged students require the most support. This has been shown to have the greatest impact on closing the attainment gap, benefiting both disadvantaged and non-disadvantaged students alike. As such, we do not allocate personal budgets for each pupil receiving the Pupil Premium grant. Instead, we focus on identifying the specific barriers to learning and progress and the required intervention, whether these are implemented in small groups, large groups, across the whole school, or on an individual basis. The budget is allocated according to the needs identified by the school.

Our approach is both responsive to common challenges and tailored to individual needs, guided by thorough diagnostic assessments, such as Boxall Profiles and YARC assessments, rather than assumptions about the impact of disadvantage. The strategies we employ are designed to work in concert to help all pupils achieve their full potential. To ensure the effectiveness of these strategies, we will:

- Challenge disadvantaged students through carefully designed tasks
- Act promptly to intervene as soon as a need is identified.

- Foster a whole-school approach where all staff take collective responsibility for the outcomes of disadvantaged students and raise expectations of their achievements.
- Use evidence-based teaching and intervention strategies.

Challenges

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

Challenge number	Detail of challenge
1	Due to the small number of Pupil Premium pupils, no discernible trends have emerged. As a result, it is essential that our assessments, diagnostic tools, and data collection systems are robust and comprehensive to ensure that support is both timely and tailored to meet the individual needs of each student, maximising its impact.
2	<p>Current data highlights mathematics as a key focus area for Pupil Premium (PP) girls.</p> <p>75% of PP girls are working below the expected standard in mathematics, in contrast to 37% working below in reading and writing.</p> <p>Conversely, 100% of PP boys are performing at or above the expected standard in reading, writing, and mathematics.</p>
3.	<p>Our assessments, including the wellbeing and pupil voice survey conducted with Pupil Premium pupils in the Autumn term of 2024, along with observations and discussions with pupils and families, have highlighted social and emotional needs among some of our PP children. These challenges, particularly, have a long-term impact on disadvantaged students, including their academic attainment.</p> <p>Referrals to our HOPE support sessions continue, alongside interventions such as Positive Play, Lego Therapy, and daily wellbeing check-ins based on the Zones of Regulation framework. The primary challenge lies in maximizing the impact of limited resources while ensuring access to external support services, such as the SEND Hub, Mental Health Support, Action for Children, and Burton Albion Community Trust.</p>
4.	Maintaining the high expectations for all pupils' attendance, particularly where there are SEMH needs identified.

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
<p>1. Data and assessments are systematically utilized to inform and plan targeted provision for all Pupil Premium (PP) students.</p>	<p>All staff monitor and track attainment and progress of PP children.</p> <p>The effective and timely use of assessments, including diagnostic tools, is central to the planning of provision for disadvantaged pupils.</p> <p>Class provision maps clearly outline targeted support and interventions for all Pupil Premium (PP) students, identifying their specific areas of need.</p>
<p>2. Enhanced mathematics attainment and progress for disadvantaged pupils.</p>	<p>End-of-year mathematics data demonstrates that disadvantaged students are making significant progress and achieving high standards in mathematics.</p> <p>Targeted teaching and interventions in mathematics are effectively accelerating progress for identified students, including those working below, at, or above age-related expectations.</p>
<ul style="list-style-type: none"> To support the social, emotional, and behavioural needs of pupils, with a focus on improving mental health and wellbeing for all students. 	<p>Sustained high levels of wellbeing are evidenced by:</p> <ul style="list-style-type: none"> Qualitative data from pupil voice, surveys of pupils and parents, and teacher observations. A reduction in playtime incidents and an increase in engagement through the OPAL program and lunchtime clubs. High attendance in enrichment activities, particularly among disadvantaged pupils.
<p>3. To continue to sustain high attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Maintain a strong focus on high attendance, with an overall attendance target of 97.5% for all pupils, while continuing to reduce the attendance gap between disadvantaged pupils and their non-disadvantaged peers. This remains a priority for the entire school community.</p> <p>Interventions are implemented as needed, including collaboration with families and external agencies to support improvement.</p>

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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: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to utilise a range of assessment strategies, including standardised tests and diagnostic tools.</p> <p>Provide ongoing training for staff to ensure assessments are administered, interpreted, and analysed accurately, with a focus on both internal and external moderation processes.</p>	<p>Standardised tests offer reliable insights into the specific strengths and weaknesses of each pupil, helping to ensure they receive the appropriate additional support through targeted interventions or differentiated teacher instruction.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3,
<p>Continue to enhance quality-first, inclusive teaching through ongoing, high-quality professional development for all staff.</p> <p>Maintain engagement with the Staffordshire Research School, alongside continued reading and research, to further develop and enhance evidence-informed teaching and learning strategies for all pupils.</p>	<p>Professional development is strategically planned based on the school's self-evaluation and aligned with School Improvement Plan (SIP) objectives.</p> <p>https://researchschool.org.uk/staffordshire</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1,2,

	https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support	
<p>Prioritise early reading through consistent and effective phonics instruction across EYFS and KS1, extending into KS2 for pupils requiring catch-up support.</p> <p>Ensure ongoing, regular CPD for all teaching staff, including teaching assistants delivering phonics catch-up and rapid intervention programs.</p>	<p>Phonics approaches have a strong evidence base demonstrating a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Enhance teaching and learning in mathematics to maximise progress for all.</p> <p>Ensure the effective use of adaptive teaching and targeted interventions, including appropriate challenge for all pupils, with a focus on problem-solving through fluency and reasoning.</p> <p>Funding may be allocated for teacher release time and ongoing professional development to support planning and evaluation.</p>	<p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-mathematics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1,2

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

Budgeted cost: £7,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted interventions in reading (including early reading and phonics) and writing, both in and out of class, delivered by teaching assistants. This will be supported by high-quality CPD to ensure interventions are implemented effectively.</p>	<p>Education Endowment Foundations Toolkit- Teacher assistant interventions</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Provide targeted interventions in mathematics, both in and out of the classroom, supported by a comprehensive program of high-quality CPD for all teaching staff to ensure effective delivery and continuous professional growth.</p>		1, 2

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

Budgeted cost: **£4.332**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Provide whole-staff training through the Virtual School on relational and restorative practices, including the implementation of strategies and updates to relevant procedures.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>
<p>Social, emotional, and mental health (SEMH) approaches are embedded into routine practices, supported by ongoing professional development and training, including training on attachment, emotion coaching, wellbeing sessions, and restorative approaches to behaviour and school culture through The Virtual School.</p> <p>Social and emotional interventions, such as Lego Therapy, Play Mobile Therapy, and individual or group peripatetic music lessons, will be provided for identified children who will benefit from support in areas such as teamwork, resilience, and communication.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4</p>
<p>Promote physical activity, quality play, and increased engagement during play and lunchtime through the OPAL project. Regularly review and encourage participation in extracurricular activities and trips to provide students with additional opportunities for enrichment and engagement.</p>	<p>Education endowment foundation physical activity link- https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches#:~:text=There%20is%20some%20evidence%20that,years%20curriculum%20can%20be%20beneficial.</p> <p>https://outdoorplayandlearning.org.uk/</p> <p>https://www.youthsporttrust.org/media/zyyo133r/pe-and-attainment-evidence-paper-January-2022.pdf</p>	<p>4,5</p>

<p>The Little Heroes project focuses on improving attendance through targeted initiatives, including the use of Little Hero books for small group sessions, one-to-one support, and attendance reward systems to motivate and encourage consistent attendance.</p>	<p>https://www.staffordshire.gov.uk/Education/Education-welfare/Little-Heroes-Campaign-Toolkit.aspx</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<p>3, 4</p>
<p>A contingency fund will be allocated to address acute issues that arise throughout the year, including staff training to ensure effective support for children with specific needs.</p>	<p>Based on our experiences and those of similar schools, we have identified the need to allocate a small amount of funding to quickly address emerging needs that have not yet been identified.</p>	<p>1,2,3,4,</p>

Total budgeted cost: £27,132.22

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 2023 to 2024 academic year.

A summary of pupil outcomes is below-

100% of disadvantaged children achieved a GLD in **EYFS**

100% of disadvantaged children achieved the **phonics screening check in Year 1**

100 % of disadvantaged children at **end of KS1** children achieved expected or above in **reading, writing and maths**.

No children were identified as disadvantaged at the end of KS2 in 2023/2024.

During the school closures caused by the Covid-19 pandemic, the school provided effective support for all pupils. The impact was mitigated by our commitment to maintaining a high-quality curriculum, even during periods of partial closure. This was supported using online resources, including those provided by Oak National Academy and our own remote education platform. The Year 6 cohort from the previous year did not take Year 2 SATs due to the pandemic, so no progress measures were available.

Overall attendance for 2023/2024 was 96.9%, above the national average of 94.1%. All pupils were expected to attend school, with a target attendance of 97%.

The absence rate among disadvantaged pupils was 2% lower than that of their peers, with disadvantaged pupils achieving an attendance rate of 94%, compared to 96% for non-PP students. FSM attendance was notably high at 98%. Persistent absence across the school was 4.3%, with disadvantaged persistent absence at 9%. However, FSM persistent absence was 0%.

Attendance is closely monitored across the school, and effective interventions are implemented as needed. We are strongly supported by the Trust attendance manager.

We have reviewed our pastoral and personal development offerings throughout the year and will continue to adapt these provisions, considering the evolving needs of our pupils, particularly in response to increasing concerns around mental health and well-being.

Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds revised	Collins
Wellcomm	GL Assessment
Spelling Shed	EdShed
TT Rockstars	Maths Circe Ltd
Hope and Positive Play	Entrust and Derbyshire CC.
Jigsaw	Jigsaw PSHE Ltd
Commando Joe's	CJ's Education Services
Get Set 4 PE	Get Set4 PE
Developing Experts- Science	

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	1 to 1 individual support for reading, SEMH support, play-time development to benefit social and co-operative skills, HOPE sessions, Positive play sessions, sandbox external referrals and time provided for check ins and mentoring
What was the impact of that spending on service pupil premium eligible pupils?	Confidence and resilience, development of SEMH and social skills both in class and during playtimes, support to access the curriculum, self regulation,

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. Working closely with the Teaching Hub at John Taylor and the Staffordshire Research School
- utilising the [DfE grant to train a senior mental health lead](#). The training focused on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Further develop the pastoral offer in school

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we would also like to commission a Pupil Premium Review within the next 12 to 18 months for an external perspective and ensure that we are at our very best.

We have introduced an Evidence Lead (DHT) who works with Staffordshire Research School to share good practice and evidence-based research with all teaching staff at Mosley.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, pupils and teachers to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about the effective use of Pupil Premium funding, including the impact of disadvantage on educational outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies on the impact of the pandemic for disadvantaged pupils. Our key source of evidence is the EEF Pupil Premium Research Base, accessed via the following link- <https://educationendowmentfoundation.org.uk>

We have improved our monitoring and evaluation of our delivery of the Pupil Premium grant and recovery premium for the duration of our three-year approach and will adjust our delivery over time to secure better outcomes for pupils. Pupil Premium children and our disadvantaged children are regularly monitored and are central to our termly pupil progress meetings. We also conduct annual pupil voice with each Pupil Premium child to ensure we gather their thoughts and motivations for learning. This also is used as a guide to direct our ongoing support for Pupil Premium children.

We have appointed a new Pupil Premium Lead for the school and a new Pupil Premium Lead Governor. Both individuals have extensive knowledge and experience of working with disadvantaged pupils to offer highly effective support.