

The Mosley Academy Pupil Premium Strategy Statement 2022 to 2023

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	210
Proportion (%) of pupil premium eligible pupils	6.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	J. Gardner
Pupil premium lead	Sarah Rowe
Governor / Trustee lead	James Gardner lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,627
Recovery premium funding allocation this academic year	£2,030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,140
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	£41,797

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. All members of staff and the local governing body strive for this.

We will always consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Due to this we do not automatically allocate personal budgets per student in receipt of pupil premium grant. We identify the barriers to be addressed and the intervention required. This may be in small groups, larger groups, the whole school or as individuals, and we allocate the budget accordingly.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- use evidenced based approaches to teaching and intervention

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate some underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing and phonics than their peers. This will negatively impact their development as readers. This is more evident at Key Stage 2.
3.	21% of disadvantaged pupils have additional SEND, specifically cognitive learning difficulties. These children require intervention to address identified barriers. 50 % of our disadvantaged children are looked after children.
4	<p>Our assessments (including wellbeing survey with our PP children conducted in the Summer term 2022), observations and discussions with pupils and families have identified social and emotional issues for some pupils. This was increased due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment for some children. Gaps clearly remain evident for some children after lockdown interruptions.</p> <p>Referrals to our ELSA and HOPE support sessions have increased for a small number of children in the school therefore the need to increase these sessions has been evident, particularly at lunchtime and after school opportunities. POSITIVE PLAY Sessions are over subscribed.</p>

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 oral language skills and vocabulary among disadvantaged pupils.	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.
Improved reading and writing attainment and progress among disadvantaged pupils.	KS2 writing outcomes by 2024/25 show that disadvantaged children make excellent progress from their starting point in reading and writing. Utilised the National tutoring programme to focus on reading and writing for disadvantaged children to improve outcomes.
Ensure teaching in EYFS and Year 1 accommodates the disadvantaged children to enable them to achieve the phonics screening check and to receive an excellent start to early reading	All disadvantaged children will achieve the phonics screening check in Year 1, with the exception that SEND/PP children may not be included in this data. Disadvantaged children are priority readers and receive additional reading time/catch up sessions where required.
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"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a reduction in playtime incidents and increase in engagement at playtimes • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To continue to sustain strong attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall attendance rate for all pupils is targeted for 97% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers has no gap.

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: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly, this includes external moderation and accurate</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embed early language activities and assessment processes across the school curriculum. These will support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Purchase of WELCOMME resource for EYFS in Summer term 2022- roll out ongoing with evaluation of impact</p> <p>We will continue to purchase resources and fund ongoing teacher training and release time for this activity to be effective across the school.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4
<p>Engagement with the Staffordshire Research school to ensure staff receive the most up to date training and and are able to identify the best teaching approaches to raise the attainment of all groups of pupils.</p>	<p>Research schools</p>	1,2,3,4

<p>Continuation of quality phonics delivery across EYFS and KS1 (also into Year 3 for those children who require catch up), CPD for staff- particularly to support TA's in embedding of the Little Wandle phonics scheme Delivery of effective intervention for catch up programmes in phonics</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>Enhancement of our teaching of writing and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time for planning and evaluation</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1,2,3</p>
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff ie Inspired Foundations training, Emotion coaching, time with the new school dog</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Implementation of the Early Career Framework to ensure the ECT receives high quality training and support.</p>	<p>Early Career Framework</p>	<p>1,2,3,4</p>

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

Budgeted cost: **£18,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted interventions in reading, writing., out of class delivered by Teaching assistants to include quality cpd in order to deliver.	Education Endowment Foundations Toolkit- Teacher assistant interventions	1,2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3

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

Budgeted cost: **£4,797**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on understanding behavior and behavior management approaches with the aim of developing our school ethos and embedding the new school values across the school community.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,4
Delivery of social and emotional intervention - Commando Joe for identified children who will benefit from support with teamwork, resilience, communication etc	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Promote physical activity and quality play and engagement at play/ lunch times through the OPAL project. Also review extra curricular activities and trips for pupils to engage.	Education endowment foundation physical activity	4
Contingency fund for acute issues that arise throughout the year, this may include staff training in order to effectively support children with needs.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4

Total budgeted cost: £41,797

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.

Our internal and external assessments during 2021/22 suggested that the performance of disadvantaged pupils was stronger at EYFS and KS1 than at KS2. However due to small numbers in each cohort a data breakdown is held within school.

A summary is below-

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

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

50% of disadvantaged children achieved the expected standard in **reading, writing and maths** at the end of **Key Stage 2 outcomes**.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and that of the school during remote education.

Overall attendance in 2021 was 95% with no gap between the pupil premium children and all other children. The focus on attendance within the school will continue with early intervention and support for families being given a priority.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were somewhat impacted, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds revised	Collins
Wellcomm	GL Assessment
Spelling Shed	EdShed
TT Rockstars	Maths Cirlce Ltd
ELSA	ELSA Support
Jigsaw	Jigsaw PSHE Ltd
Commando Joe's	CJ's Education Services
Get Set Go PE	
Developing experts- science	

Service pupil premium funding – no service pp children in 2022/23

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

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery 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 a [DfE grant to train a senior mental health lead](#). The training we have selected will focus 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.
- **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years may not have had the degree of impact that we had expected. We would also like to commission a pupil premium review within the next 12 to 18 months in order to get an external perspective.

We have introduced a new Pupil Premium Lead (TE) for the school who is a highly experienced teacher with knowledge and experience of working with disadvantaged and vulnerable children in other settings. We have also introduced an Evidence Lead (HW) for the school who will work with the John Taylor Teaching Hub to share good practice and evidence based research with all staff at Mosley.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

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 form part of pupil progress meetings termly with the additional monitoring and evaluation.

