

□ 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 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. Included in this, is the promotion of personal development through rich experiences, enrichment opportunities and the development of talents and interests. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, 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 or those children and families who fall just below the threshold to receive pupil premium. 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 to the needs that we identify as a school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Eg Boxall profiles and YARC assessments. 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	Due to the small numbers of PP children, there is no trend and therefore assessments, diagnostic tools and information gathering systems need to be robust to ensure timely and targeted support is personalised and impactful.
2	Current data identifies maths as a focus area for PP girls. 75% of PP girls are working below ARE, compared to 37% working below in reading and writing. 100 % of PP boys are working at or above in reading, writing and maths.
3.	9% of PP children have additional SEND with a further 9% on our SEND monitoring register. SEND primary areas of need include cognition and learning and communication and interaction. 36% of our PP children are previously looked after.
4	Our assessments (including wellbeing and pupil voice survey with our PP children conducted in the Autumn term 2024), observations and discussions with pupils and families have identified social and emotional needs for all PP children. These challenges particularly affect disadvantaged pupils in the longer term including academic attainment. Referrals to our HOPE support sessions continue alongside Positive Play, Lego Therapy, and daily wellbeing check-ins linked to the zones of regulation. The challenge is to ensure that limited resources are maximised, and external support is available (e.g. Send Hub, Mental Health Support, Action for Children, Burton Albion Community Trust).
5.	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 used to plan provision for all PP children.</p>	<p>Effective and timely use of assessments including the use of diagnostic tools, to support the planning of provision for disadvantaged pupils.</p> <p>Class provision maps clearly identify targeted provision for all PP children, including areas of needs, support and intervention.</p> <p>All staff monitor and track attainment and progress of PP children.</p>
<p>2. Improved maths attainment and progress for disadvantaged pupils.</p>	<p>End of year maths data shows disadvantaged children are making strong progress and achieving highly in maths.</p> <p>Targeted teaching and intervention in maths accelerates progress for identified children, including those working below, at or above age-related expectations.</p>
<p>3. Teaching is well matched to pupils' needs through adaptive teaching strategies.</p>	<p>Analysis of data is timely and impacts on identifying gaps in pupil knowledge and skills. SEND support is accurate and recorded on provision maps; external support is utilised.</p> <p>Continue development of quality-first, inclusive teaching through professional development and the implementation of evidence-based approaches.</p>
<ul style="list-style-type: none"> • To support pupils social and emotional and behavioural needs, improving mental health and wellbeing for all pupils. 	<p>Sustained high levels of wellbeing demonstrated by:</p> <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 through OPAL and lunchtime clubs offer • high attendance in enrichment activities, particularly for disadvantaged pupils
<p>4. To continue to sustain high attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustain the focus on high attendance with the overall attendance target for all pupils at 97.5 %, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced and kept as a focus for the school community.</p> <p>Intervention is offered where required, including working with families and external agencies.</p>

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 use a range of assessment strategies including standardised tests and diagnostic tools.</p> <p>Training for staff to ensure assessments are administered, interpreted and analysed accurately and correctly, including internal and external moderation.</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>	<p>1, 2, 3, 4</p>
<p>Continue to develop quality-first, inclusive teaching through high-quality professional development for all staff.</p> <p>Continue engagement with the Staffordshire Research School, wider reading and research, to develop and enhance evidence-informed teaching and learning for all pupils.</p>	<p>Professional development is planned based on self evaluation of the school, School improvement planning</p> <p>https://researchschool.org.uk/staffordshire</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support</p>	<p>1,2,3,4</p>
<p>Prioritise early reading. Phonics delivery across EYFS and KS1 (also into KS2 for children requiring catch up).</p> <p>Ensure regular CPD for all teaching staff, including TAs delivering phonics keep-up and rapid catch-up.</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,3,4</p>

<p>Enhancement of teaching and learning in maths to maximise progress for all.</p> <p>Ensure adaptive teaching and intervention is used effectively , including challenge for all – focus on problem solving through fluency and reasoning</p> <p>We may fund teacher re-lease time/ ongoing cpd for 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>	<p>1,2,3</p>
<p>I.</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):</p> <p>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: £7,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted interventions in reading and writing. in or out of</p>	<p>Education Endowment Foundations Toolkit- Teacher assistant interventions</p>	<p>1,2</p>

class delivered by Teaching assistants to include quality cpd in order to deliver effectively		
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: **£4.332**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training through the Virtual School for relational and restorative practice including implementation and updates to relevant procedures	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,4

<p>SEMH approaches embedded into routine educational practices and supported by professional development and training for staff ie attachment, Emotion coaching training, wellbeing time with the school dog, training for restorative approaches to behaviour and culture through The Virtual School</p> <p>Delivery of social and emotional intervention e.g Lego/ Play mobile therapy, individual or group peripatetic music lessons for identified children who will benefit from support with teamwork, resilience, communication etc</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>4,5</p>
<p>Promote physical activity and quality play and engagement at play/ lunch times through the OPAL project. Review and promote extra curricular activities and trips for pupils to engage in.</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>Little heroes project – attendance including LH books for small group. One to one work, attendance reward systems</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>4,5</p>

<p>Contingency fund for acute issues that arise throughout the year, this may include staff training in order to effectively support children with needs.</p>	<p>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.</p>	<p>1,2,3,4,5</p>
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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**.

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

During the school closures caused by Covid, the school delivered effective support to all children. 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. The year 6 children, last year did not take Year 2 SATs due to the pandemic therefore there are no progress measures.

Overall attendance in 2023/24 was 96% which was above national average at 94.1%. All pupils were expected to attend school with an attendance target of 97%,.

The absence among disadvantaged pupils was 2% below that of their peers, being at 94% for disadvantaged pupils and 96% not PP. FSM attendance was 98%. Persistent absence overall was 4.3%. However, disadvantaged PA was 9%. FSM persistent absence was 0%.

Attendance is closely monitored across school with effective interventions in place when required.

We reviewed our pastoral and personal development offer in school throughout the year and continue to adapt this considering the needs of the children, particularly increasing levels of mental health and wellbeing related.

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 in order to get an external perspective and ensure that we are at our very best!

We have introduced an Evidence Lead, DHT for the school who works with the John Taylor Research School 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, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

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