

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2024-25 academic year 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	Mowden Infant and Junior Schools
Number of pupils in school	Infants 174 Juniors 318
Proportion (%) of pupil premium eligible pupils at October 2024 census Infants FSM 6.9% LAC 2.3% Service 0.6% Juniors FSM 14.2% LAC 2.2% Service 1.9%	Infants Total 9.8% Juniors Total 18.2%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Infants £21,350 Juniors £77,170
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	£98,520
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Part A: Pupil premium strategy plan

Statement of intent

Our objective is for our disadvantaged pupils to achieve in line with their peers, and for there to be no discernible gap, both academically or culturally, between the groups.

The key principles of our strategy ensure that these children will develop:

- the academic knowledge (e.g. through accessing daily, high quality, evidence based teaching)
- the cultural knowledge (e.g. through improved vocabulary experience and access to further and vocational education opportunities)
- the social and emotional knowledge (e.g. through dedicated PSHE teaching and wider curriculum opportunities).

Challenges

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

Challenge number	Detail of challenge
1	Academic barriers to learning, especially language. This is subtle and linked to a child's wider opportunities and the general knowledge gained through this. Remedial work in school includes strong phonics teaching, themed vocabulary development and reading improvement.
2	Issues within the family. This may include: disorganised lifestyle; factors associated with parental break-up; low priority towards education; social services involvement. This factor also impacts negatively on the others listed below.
3	Low cognition or specific special educational needs.
4	Low self-confidence, timidity. Related low social skills.
5	Poor nutrition.
6	Not accessing extra-curricular or wider activities in school.

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
To ensure eligible pupils make expected academic progress and/or attain expected standards	At the end of both key stages, our pupil premium children attain in line with the non pupil premium children nationally.
Ensure that the curriculum has the breadth and knowledge to motivate all pupils, specifically those who are disadvantaged.	All teachers use evidence based successful learning strategies within their daily curriculum. Bespoke support for additional specialist curriculum activities e.g. careers visits to local colleges; support for technology teaching; pupil premium children are included in the STEM transition activities.
Provide curriculum support for eligible pupils	All disadvantaged children in Year 6 access at least one aspect of our additional booster programme e.g. tuition, maths breakfast club, deputy head intervention etc.
To ensure children develop character and social and emotional resilience	Targeted/supported attendance at relevant character building opportunities e.g. Being Girls Club, residential visits.
Provide direct support for families where appropriate	Attendance of our pupil premium children is in line with that of non pupil premium children nationally. Disadvantage is used as an oversubscription criteria for after school clubs.
To ensure that negative stigmas of poverty / free school meal eligibility are minimised.	Continuing to apply the principles from our poverty proofing audit.

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. Evidence from the EEF's Teaching and Learning Toolkit has been used where possible (see graphics), supplemented by additional research evidence as required.






Teaching (for example, CPD, recruitment and retention)


Budgeted cost: £ 43,269

Activity	Evidence that supports this approach	Challenge number(s) addressed
To meet the costs of implementing a knowledge rich curriculum, with benefits for all children but particularly so for those eligible for the pupil premium. 0.6 UPS1 teacher contributes towards middle leader moderation, subject leader monitoring, appraisal cover, CPD cover. £38,269	<p>Reading comprehension strategies:</p>  <p>Oral language interventions:</p>  <p>Feedback:</p>  <p>“Most catch-up would take place in pupils’ main classrooms with their normal teachers.” Amanda Spielman, September 2021.</p>	1, 3, 4
Contribution towards improved EY outdoor independent learning environment. £1,000	National Literacy Trust: ‘Benefits of an outdoor education’, March 2021.	1, 3, 4
Reading and planning time for SLT to assimilate essential curriculum materials from DfE, Ofsted. £1,000	<p>“Implementation matters” (one of the key principles of the EEF Guide to the Pupil Premium).</p> <p>“Investing time and effort to carefully reflect on, plan, and prepare for implementation will reap rewards later.” EEF A School’s Guide to Implementation.</p>	1
English subject release time in year 4 of the Darlington English transition project. £1,000	Strong CPD into classroom practice during years 2 and 3. Evidence was that this is worth investment in year 4.	1

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



Budgeted cost: £ 60,270



Activity	Evidence that supports this approach	Challenge number(s) addressed
0.5 teaching assistant in KS1 for bespoke intervention and in-class support. £19,485 Level 2	Small group tuition: 	1, 3, 4
0.5 teaching assistant in KS2 for bespoke intervention and in-class support. £19,485 Level 2	Teaching assistant interventions:  “It is important that any additional interventions are explicitly linked to the content of daily lessons” Teaching a broad a balanced curriculum for education recovery, DfE 2021. Research on teaching assistants delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately 3-4 additional months’ progress. EEF	1, 3, 4
NTP: After school 1:1 Tuition. Ten PP children for 15 weeks. £4,500	1:1 tuition: 	1, 3, 4
Additional small group support. Two afternoons DHT intervention for 12 weeks. £4,800	Small group tuition: 	1, 3, 4
Supplement funding for SEMH 1:1 teaching assistance. £11,000	1:1 tuition:  “With the onset of SEMH difficulties typically occurring in childhood, educational systems are well placed to make a significant contribution by promoting positive mental health and well-being.” (Cooper&Cefai,2013)	1, 3, 4

<p>Purchase of Year 3 'ELS Progress' phonics resources and selected reading books. Pupil premium contribution £1,000</p>	<p>Phonics:</p> 	<p>1, 3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA (emotional literacy support assistant). Two teaching assistants trained to deliver programmes, dependent on children's needs e.g. forces children. 3 afternoons per week. £3,000</p>	<p>Social and emotional learning:</p> <p></p> <p>It has been found that programmes that focus on enhancing emotional literacy improve academic performance and behaviour (Carnwell & Baker, 2007).</p> <p>Interventions in education are shown to improve social and emotional skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. EEF-Social and Emotional Learning</p>	<p>2, 3, 4</p>
<p>Enable participation in extra curricular and wider school activities. £1,500 (To ensure that negative stigmas of poverty / free school meal eligibility are minimised.)</p>	<p>Physical activity:</p> <p></p>	<p>5, 6</p>
<p>Travel and Resources costs associated with vocational projects e.g. Reception Engineer, Yr 5 Darlington College, KS2 Bring it on. £1,000</p>	<p>The value from these projects can seen in different EEF toolkit research areas such or oral language interventions, aspiration, individualised instruction and small group tuition.</p>	<p>1, 2, 6</p>
<p>Subsidise before and after school childcare provision for vulnerable families. £1,500</p>	<p>"86% of parents choose a childcare provision near to home/work/school" (Scottish gov't survey 2017). Important therefore that we can facilitate this preference</p>	<p>5, 6</p>
<p>Facilitate attendance meetings with SLT and</p>	<p>"Reducing pupil absences will have a positive effect on</p>	<p>2</p>

<p>admin lead (6x per year). £1,000</p>	<p>achievement and is likely to reduce achievement gaps between high and low income pupils.” Institute of Education, UCL, 2020.</p>	
<p>Provide staff cover for PEP meetings. £500</p>	<p>‘Promoting the education of looked after children and previously looked after children’. DfE, 2018</p>	<p>1, 2, 5</p>
<p>Provide counselling support for relevant children (50% of behaviour support expenditure) £6,000 – 50% of TJohnson’s SLA</p>	<p>Behaviour interventions:  Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. EEF Behaviour Interventions</p>	<p>2, 3</p>
<p>Develop KS2 career and aspiration opportunities e.g. STEEM project and Bridge Builders at UTC, Houghall agricultural college, Tees Valley Careers. £1,000</p>	<p>‘Starting Early – the importance of career related learning in primary school’. Education and Employers, 2018.</p>	<p>1, 2, 6</p>
<p>Contribution to outdoor play and learning new resources. £1,000</p>	<p>Behaviour interventions:  “Where informed interventions have been made to improve playgrounds and playtimes, schools report significantly fewer incidents needing adult intervention and much better settling into class after the break.” (Armitage, 2009; Bundy et al., 2009; James, 2012; Lester et al.2011) “Sometimes there is an improvement in behaviour if they have enjoyed and been fully engaged in their outdoor play. However, if there has been any unhappiness outside this then has a negative impact on their mood/behaviour when they enter the classroom.” (Prisk and Cusworth, 2018, p. 17). “The latest guidance to schools and colleges from Public Health</p>	<p>2, 4, 6</p>

	England (2020) includes non-traditional play materials and free play as contributing factors in increasing children's physical activity." The Case For Play in Schools (OPAL)	
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Total budgeted cost: £ 120,039

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 2023-24 academic year.

- In Reception, 2/3 disadvantaged children both achieved the 'good level of development' (52% national)
- In Year 1, 6/6 disadvantaged children achieved the expected standard in phonics (69% national).
- In Year 6, 57% of the disadvantaged children achieved the expected standard or higher in all subjects (44% national, but short of the 67% for national non-disadvantaged)

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
Essential Letters and Sounds (phonics)	Oxford