

Pupil premium strategy statement. Mossy Lea Primary School.

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	18
Proportion (%) of pupil premium eligible pupils	12.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021, 2022, 2023
Date this statement was published	30 th November 2021, re published 30 th November 2022 25.9.2023
Date on which it will be reviewed	1 st November 2023
Statement authorised by	Headteacher, Chair of Gobs, PP Gov
Pupil premium lead	Headteacher,
Governor / Trustee lead	Vice Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5440
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£7440

Part A: Pupil premium strategy plan

Statement of intent

As the Headteacher of this idyllic village Primary School, I am deeply committed to nurturing an environment where every pupil, irrespective of their background, is given the opportunity to thrive; thrive educationally, socially, faithfully and mindfully. My mission is to empower disadvantaged pupils to rise above any circumstances and embrace a bright future with confidence, compassion and ability. I'm minded of the Latin phrase, "*Ad astra per aspera*" – through hardships to the stars.

Our school believes in unlocking the potential within each child, giving them the tools, resources, and confidence to overcome challenges and succeed. We strive to provide an inclusive and holistic education, ensuring no child feels left behind.

Every pupil, regardless of their starting point, deserves a chance to aim for the stars. Together, as an educational community, we pledge to stand with our disadvantaged pupils, illuminating their path and ensuring they reach their highest potential. In line with our Mission Statement – the belief that underpins everything we do – we strive for everyone involved in the school to be "develop into a Oak" in every aspect of their life.

The school's curriculum, our promises, our safeguarding policies, our behaviour management strategy to name but four, allows for all children to flourish and prepare them for the next stages of education and beyond. When making decisions about using pupil premium funding we always consider the needs of our children and any particular challenges and barriers facing our families. **Research & development** supports decision making and the school uses the Education Endowment Foundation, and as a lead facilitator for Teach First, we have access to a wide range of current, relevant and impacting evidence. With 1 appraisal being research led, teaching staff read current educational materials to keep abreast of innovative practice. Consideration has been given to the three key areas of high-quality teaching, targeted academic support and wider strategies. High quality teaching is at the heart of our approach, with a focus on those areas in which disadvantaged pupils require the most support. Our strategy is also integral to wider plans for interventions through the recovery premium funding. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessments.

An analysis of the performance of our PP children in school for 2022 - 2023 shows us that;

- PP children continue to achieve as well as other children in school. In many cases their achievement is better than their peers nationally.
- PP children make exceptional progress; progress is significantly above that of all other children in reading, writing and maths
- PP children make excellent progress in school – there is no significant difference between their progress and the progress of non-PP children
- PP children attain just as well as other children in school. In all year groups there is no significant difference between the attainment of PP children and other children in school
- Attendance of PP children is rising year on year.
- PP children have equal access to a range of trips, sports clubs and music tuition with transport provided by school and trips and lesson subsidised.
- PP children are supported by school to pursue extracurricular interest both within school and outside of school

We choose to spend our Pupil Premium money with 3 clear objectives in mind:

1. All Pupil Premium children should achieve at least as well as the other children in school and at least as well as other pupils nationally in all subjects.
2. School should seek to widen the horizons for pupil premium children by providing a range of sporting, musical, art and cultural activities that they would not otherwise have the opportunity to take part in.
3. School will support families financially with pupil premium money to ensure that their children can take part in a wide range of extra-curricular activities and trips where the cost would be prohibitive.

Challenges

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

Challenge number	Detail of challenge
1	Poor communication, language and literacy skills of children create a barrier to learning.
2	A lack of reading fluency in KS2 means that children not only require more support, but their range of vocabulary remains limited as does their writing. Evidence Nfer reading assessment scores.
3	Lower self-esteem and lower aspirations can impact negatively on attendance and academic achievement
4	Cost of pursuing extracurricular activities such as music tuition and sports outside of school is often prohibitive
5	Cultural Capital; despite achieving well academically, some children's access to the very best of what has been thought, said or done is limited.

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 style="text-align: center;"><u>Challenge 1</u></p> <p>To increase the number of PP premium children who are making at least "expected progress" and who are working at ARE in English and Maths</p>	<p>The number of PP premium children who are making at least "expected progress" and who are working at ARE in English and Maths increases</p>
<p style="text-align: center;"><u>Challenges 1 & 2</u></p> <p>To increase the progress children make in early reading in EYFS and KS1</p>	<p>EYFS GLD in reading and writing is at least at the Nat Ave</p> <p>Results over time show that children achieve well in reading and writing, Maths and Phonics</p>
<p style="text-align: center;"><u>Challenges 1 & 2</u></p> <p>To ensure PP children are prioritised for COVID catch up in English and Maths</p>	<p>The number of PP premium children who are making at least "expected progress" and who are working at ARE in English and Maths increases</p>
<p style="text-align: center;"><u>Challenge 2</u></p> <p>To increase levels of reading fluency in KS2</p>	<p>To increase levels of reading fluency in KS2</p> <p>KS2 SATs results show that children achieve well in reading and writing</p>
<p style="text-align: center;"><u>Challenges 3, 4 & 5</u></p> <p>To ensure that PP have a good useable knowledge of Christian and British Values, ensuring that self esteem and self belief is secure</p>	
<p style="text-align: center;"><u>Challenges 3, 4 & 5</u></p> <p>To ensure that PP have support adapting to school routines (friendships, routine, sharing, competitiveness, resilience, resolving difficulties)</p>	

Activity in this academic year

Teaching

Budgeted cost: £ 1700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forensic analysis of English assessment by teachers to identify needs for targeted intervention. SLT to identify targeted groups through Pupil progress meetings.	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources: • The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. • The EEF has dedicated web pages on effective approaches to support literacy and numeracy	1
Phonics training for staff – Lancashire red Rose to focus on PP children's reading ability	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics CPD and reading books in EYFS/KS1 in line for Lancs Red Rose Phonics. Use of Phonics tracker assessment tool – TRAINING FOR NEW STAFF Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. Research has demonstrated that reading fluency and knowledge of vocabulary directly impact upon a child's comprehension ability, therefore part of the success criteria is an up tick in reading scores in KS 2, as well as an increasing in phonic pass rate in year 1	1 & 2
Phonics training for staff – including wave 2 and 3 deliverers	Research has demonstrated that reading fluency and knowledge of vocabulary directly impact upon a child's comprehension ability, therefore part of the success criteria is an up tick in reading scores in KS 2	1 & 2
To improve levels of engagement	Attendance of the most vulnerable children improves. Where appropriate, children and families are supported well using the continuum of need and children are more engaged in school	4

t from the most isolated and vulnerable families and behaviour and attitudes to learning for the most vulnerable children		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 3800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition Phonics structured intervention	Small group tuition from HLTA and teachers in school for the delivery of targeted phonics in Yr 2 and arithmetic in Yr 6. Streaming of Yr 6 into two groups. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.	1&2

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

Budgeted cost: £FOC Funded from savings at St George's

Activity	Evidence that supports this approach	Challenge number(s) addressed

"Learning Mentor" from St Georges to deliver social/emotional support and intervention to disadvantaged pupils and families and monitor attendance.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources: • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. • The EEF Toolkit has a strand on social and emotional learning and behaviour interventions	3
To introduce the Thrive Programme to those PP who would benefit from the approach.	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources: • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. • The EEF Toolkit has a strand on social and emotional learning and behaviour interventions	3, 5
To ensure that PP can attend wrap around care, clubs, school trips, musical tuition and residential	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. Supporting resources: • The EEF has independently evaluated the Magic Breakfast programme. Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Schools should consider the cost and implications on teacher time when considering extended school time approaches. Supporting resources: • The EEF Toolkit has a strand on extending school time, summer schools, and homework	3, 4, 5
Emotional literacy to improve self regulation in school	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Employ and ELSA worker for 10 hours per week to work with vulnerable children Employ Mental health lead in school to support children and families Happy Mind PSHE programme Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	

Total budgeted cost: £5500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Pupil Number	Reading Test		Writing TA		Maths Test		GPS Test		Science TA
		Expected+ (100-120)	Higher standard (110-120)	Expected+ Greater depth		Expected+ (100-120)	Higher standard (110-120)	Expected+ (100-120)	Higher standard (110-120)	Expected standard
FSM6 2022/23	1	100.0	100.0	100.0	0.0	100.0	0.0	100.0	0.0	100.0
Not FSM6 2022/23	3	66.7	0.0	66.7	0.0	33.3	0.0	100.0	33.3	100.0
GAP	2	-33.3	-100.0	-33.3	0.0	-66.7	0.0	0.0	33.3	0.0
FSM6 2021/22	2	0.0	0.0	50.0	0.0	0.0	0.0	50.0	0.0	100.0
Not FSM6 2021/22	1	100.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0
GAP	-1	100.0	0.0	50.0	0.0	0.0	0.0	-50.0	0.0	0.0
FSM6 2018/19										
Not FSM6 2018/19	2	100.0	0.0	100.0	0.0	100.0	50.0	100.0	100.0	100.0
GAP										
FSM6 2017/18	2	100.0	0.0	100.0	0.0	100.0	0.0	100.0	0.0	100.0
Not FSM6 2017/18	4	25.0	0.0	50.0	0.0	50.0	25.0	25.0	25.0	100.0
GAP	2	-75.0	0.0	-50.0	0.0	-50.0	25.0	-75.0	25.0	0.0
Lancs FSM6 % 2022/23		56.3	15.4	55.8	5.9	57.8	11.0	56.7	14.7	67.2
Lancs Not FSM6 % 2022/23		77.6	31.2	76.8	16.6	79.2	25.5	78.1	32.3	85.0
GAP		21.3	15.8	20.9	10.6	21.4	14.5	21.5	17.6	17.8
England FSM6 % 2022/23		60.3	17.4	58.2	6.6	59.2	13.0	59.2	18.7	68.4
England Not FSM6 % 2022/23		77.7	33.7	76.7	0.0	78.7	28.5	77.8	34.9	85.5
GAP		17.4	16.3	18.5	-6.6	19.5	15.5	18.6	16.2	17.1

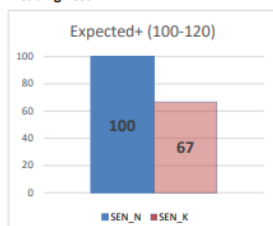
	Pupil Number	Reading Test		Writing TA		Maths Test		GPS Test		Science TA
		Expected+ (100-120)	Higher standard (110-120)	Expected+ Greater depth		Expected+ (100-120)	Higher standard (110-120)	Expected+ (100-120)	Higher standard (110-120)	Expected standard
SEN K 2022/23	3	66.7	33.3	66.7	0.0	33.3	0.0	100.0	33.3	100.0
Not SEN 2022/23	2	100.0	0.0	100.0	0.0	100.0	0.0	100.0	0.0	100.0
GAP	-1	33.3	-33.3	33.3	0.0	66.7	0.0	0.0	-33.3	0.0
SEN K 2021/22	2	50.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0	100.0
Not SEN 2021/22	1	0.0	0.0	100.0	0.0	0.0	0.0	100.0	0.0	100.0
GAP	-1	-50.0	0.0	50.0	0.0	0.0	0.0	100.0	0.0	0.0
SEN K 2018/19	1	100.0	0.0	100.0	0.0	100.0	0.0	100.0	100.0	100.0
Not SEN 2018/19	1	100.0	0.0	100.0	0.0	100.0	100.0	100.0	100.0	100.0
GAP	0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0
SEN K 2017/18	2	0.0	0.0	0.0	0.0	50.0	0.0	0.0	0.0	100.0
Not SEN 2017/18	4	75.0	0.0	100.0	0.0	75.0	25.0	75.0	25.0	100.0
GAP	2	75.0	0.0	100.0	0.0	25.0	25.0	75.0	25.0	0.0
Lancs SEN_K % 2022/23		42.0	9.3	29.0	2.2	40.1	5.6	33.9	6.6	46.7
Lancs SEN_N % 2022/23		79.5	31.0	81.2	16.2	81.8	25.1	81.5	32.1	89.0
GAP		37.5	21.6	52.2	14.0	41.7	19.5	47.7	25.5	42.3
England SEN_K % 2022/23		45.0	12.0	34.0	3.0	42.0	7.0	38.0	9.0	51.0
England SEN_N % 2022/23		82.0	34.0	83.0	16.0	83.0	28.0	83.0	36.0	90.0
GAP		37.0	22.0	49.0	13.0	41.0	21.0	45.0	27.0	39.0

	Pupil Number	Reading Test		Writing TA		Maths Test		GPS Test		Science TA
		Expected+ (100-120)	Higher standard (110-120)	Expected+ Greater depth		Expected+ (100-120)	Higher standard (110-120)	Expected+ (100-120)	Higher standard (110-120)	Expected standard
Disad 2022/23	1	100.0	100.0	100.0	0.0	100.0	0.0	100.0	0.0	100.0
Not Disad 2022/23	4	75.0	0.0	75.0	0.0	50.0	0.0	100.0	25.0	100.0
GAP	3	-25.0	-100.0	-25.0	0.0	-50.0	0.0	0.0	25.0	0.0
Disad 2021/22	2	0.0	0.0	50.0	0.0	0.0	0.0	50.0	0.0	100.0
Not Disad 2021/22	1	100.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0
GAP	-1	100.0	0.0	50.0	0.0	0.0	0.0	-50.0	0.0	0.0
Disad 2018/19										
Not Disad 2018/19	2	100.0	0.0	100.0	0.0	100.0	50.0	100.0	100.0	100.0
GAP										
Disad 2017/18	2	100.0	0.0	100.0	0.0	100.0	0.0	100.0	0.0	100.0
Not Disad 2017/18	4	25.0	0.0	50.0	0.0	50.0	25.0	25.0	25.0	100.0
GAP	2	-75.0	0.0	-50.0	0.0	-50.0	25.0	-75.0	25.0	0.0
Lancs Disad % 2022/23		57.2	15.6	56.6	6.1	58.1	10.9	57.8	14.7	67.8
Lancs Not Disad % 2022/23		76.6	30.7	75.8	16.2	78.4	25.1	77.1	31.8	84.3
GAP		19.4	15.0	19.3	10.1	20.2	14.3	19.3	17.1	16.4
England Disad % 2022/23		60.0	17.0	58.0	7.0	59.0	13.0	59.0	18.0	68.0
England Not Disad % 2022/23		78.0	34.0	77.0	16.0	79.0	29.0	78.0	35.0	86.0
GAP		18.0	17.0	19.0	9.0	20.0	16.0	19.0	17.0	18.0

Key Stage 2 Charts: SEN Support (SEN_K) - 2022/23
Wrightington Mossy Lea Primary School (08064)

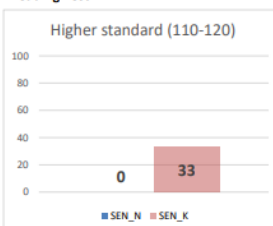
The graphs below show the percentage of pupils in the group who achieved the indicator shown. Pupil numbers are shown below the graph.
 Information Sources: School results are LA calculated dated 01/09/2023 based on provisional data that does not reflect changes made via the Primary School Performance Tables Checking Exercise.

Reading Test



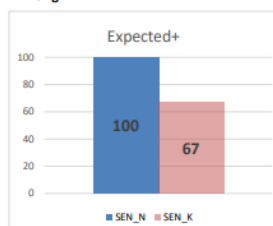
SEN_K children: 3. Achieved this indicator: 2
 SEN_N children: 2. Achieved this indicator: 2

Reading Test



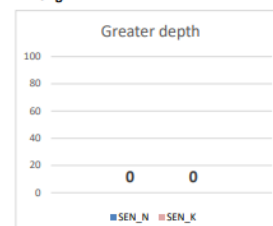
SEN_K children: 3. Achieved this indicator: 1
 SEN_N children: 2. Achieved this indicator: 0

Writing TA



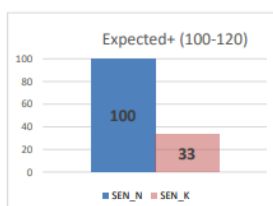
SEN_K children: 3. Achieved this indicator: 2
 SEN_N children: 2. Achieved this indicator: 2

Writing TA



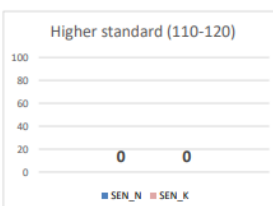
SEN_K children: 3. Achieved this indicator: 0
 SEN_N children: 2. Achieved this indicator: 0

Maths Test



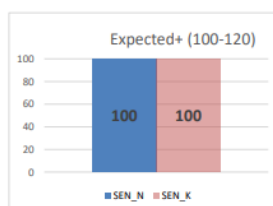
SEN_K children: 3. Achieved this indicator: 1
 SEN_N children: 2. Achieved this indicator: 2

Maths Test



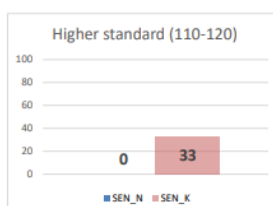
SEN_K children: 3. Achieved this indicator: 0
 SEN_N children: 2. Achieved this indicator: 0

GPS Test



SEN_K children: 3. Achieved this indicator: 3
 SEN_N children: 2. Achieved this indicator: 2

GPS Test

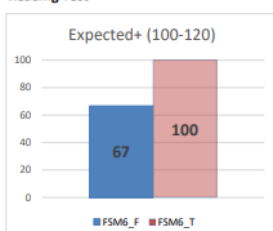


SEN_K children: 3. Achieved this indicator: 1
 SEN_N children: 2. Achieved this indicator: 0

Key Stage 2 Charts: Free School Meals Ever 6 (FSM at any point in the last 6 years) - 2022/23
Wrightington Mossy Lea Primary School (08064)

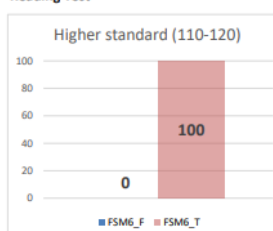
The graphs below show the percentage of pupils in the group who achieved the indicator shown. Pupil numbers are shown below the graph.
 Information Sources: School results are LA calculated dated 01/09/2023 based on provisional data that does not reflect changes made via the Primary School Performance Tables Checking Exercise.

Reading Test



FSM6_T children: 1. Achieved this indicator: 1
 FSM6_F children: 3. Achieved this indicator: 2

Reading Test



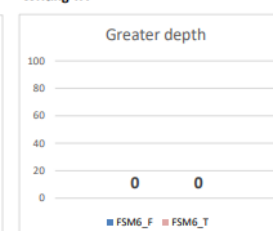
FSM6_T children: 1. Achieved this indicator: 1
 FSM6_F children: 3. Achieved this indicator: 0

Writing TA



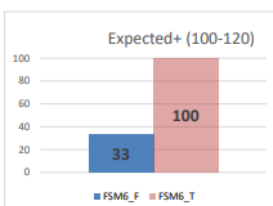
FSM6_T children: 1. Achieved this indicator: 1
 FSM6_F children: 3. Achieved this indicator: 2

Writing TA



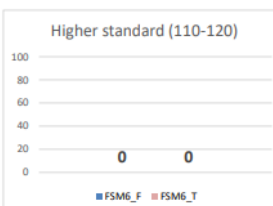
FSM6_T children: 1. Achieved this indicator: 0
 FSM6_F children: 3. Achieved this indicator: 0

Maths Test



FSM6_T children: 1. Achieved this indicator: 1
 FSM6_F children: 3. Achieved this indicator: 1

Maths Test



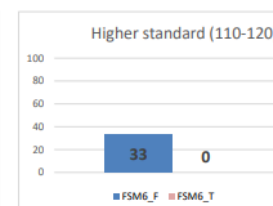
FSM6_T children: 1. Achieved this indicator: 0
 FSM6_F children: 3. Achieved this indicator: 0

GPS Test



FSM6_T children: 1. Achieved this indicator: 1
 FSM6_F children: 3. Achieved this indicator: 3

GPS Test

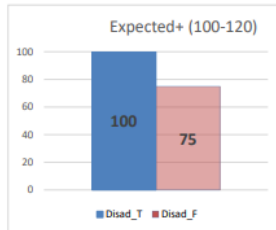


FSM6_T children: 1. Achieved this indicator: 0
 FSM6_F children: 3. Achieved this indicator: 1

Key Stage 2 Charts: Disadvantaged - 2022/23
Wrightington Mossy Lea Primary School (08064)

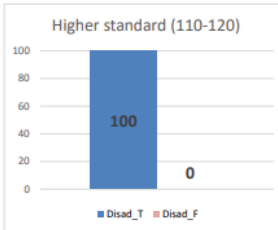
The graphs below show the percentage of pupils in the group who achieved the indicator shown. Pupil numbers are shown below the graph.
 Information Sources: School results are LA calculated dated 01/09/2023 based on provisional data that does not reflect changes made via the Primary School Performance Tables Checking Exercise.

Reading Test



Disad_F children: 4. Achieved this indicator: 3
 Disad_T children: 1. Achieved this indicator: 1

Reading Test



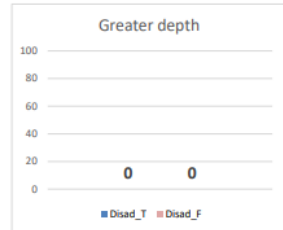
Disad_F children: 4. Achieved this indicator: 0
 Disad_T children: 1. Achieved this indicator: 1

Writing TA



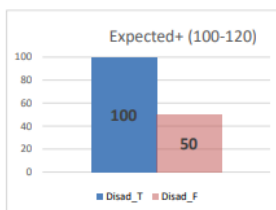
Disad_F children: 4. Achieved this indicator: 3
 Disad_T children: 1. Achieved this indicator: 1

Writing TA



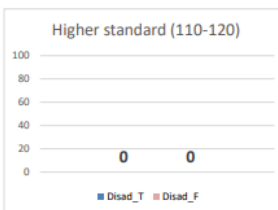
Disad_F children: 4. Achieved this indicator: 0
 Disad_T children: 1. Achieved this indicator: 0

Maths Test



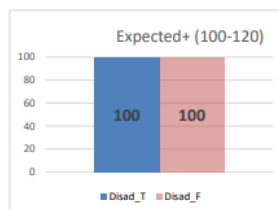
Disad_F children: 4. Achieved this indicator: 2
 Disad_T children: 1. Achieved this indicator: 1

Maths Test



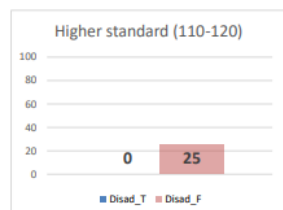
Disad_F children: 4. Achieved this indicator: 0
 Disad_T children: 1. Achieved this indicator: 0

GPS Test



Disad_F children: 4. Achieved this indicator: 4
 Disad_T children: 1. Achieved this indicator: 1

GPS Test



Disad_F children: 4. Achieved this indicator: 1
 Disad_T children: 1. Achieved this indicator: 0

Service pupil premium funding

How our service pupil premium allocation was spent last academic year

During 2021 – 2022 St George's received £1500 in SPP. This enabled us to offer pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment. The money was used to buy resources to explain the varied roles of service kids, to offer pastoral support during deployment, and to buy hardware to ensure zoom meetings could take place with the home parent. We also used the money to:

- monitoring of service children's progress compared to the wider school population to ensure that they learn, develop and achieve their own expected level of progress
- intervention strategies and support are put into place to support their learning
- the provision of a trained Teaching assistant to provide pastoral support and guidance for families

The impact of that spending on service pupil premium eligible pupils

As with everything we do at school the measures put into place do make a positive difference. They help to ensure that our service children become tolerant, caring and well-rounded individuals with the skills to enable them to learn, develop and progress.

The additional events and extra-curricular activities have enabled children to feel special and that they are receiving things that other non-service children might take for granted. In many cases, children's personalities have blossomed, and they have been able to mingle and make friends with children that before, they may not have had the courage to do so.

Primarily the measures we have put in place help service children to access peers/adults that they feel they can approach and talk to that can reassure, help and if necessary advise. This enables them to achieve and progress without any disadvantage due to parental service.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.