

Pupil premium strategy statement



This statement details our school's use of pupil 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	Mount Pleasant Junior
Number of pupils in school	348
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	October 2022
Date on which it will be reviewed	July 2022 (interim review)
Statement authorised by	Governing Body November 2022
Pupil premium lead	Headteacher
Governor / Trustee lead	WGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,900
Recovery premium funding allocation this academic year	£ 18,651 (Covid Recovery Grant) £21,384 (National Tutoring Programme)
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	£233,035

Part A: Pupil premium strategy plan

Statement of intent Challenges

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

Challenge number	Detail of challenge
1	Development of writing in English and in application across the curriculum for children who are English Language Learners
2	Acquisition of English as an English Language Learner, including Early Reading
3	Challenge and attainment of all Mathematicians, within the Mastery model
4	Engagement of families in improve attendance

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 develop Writing Fluency and improve the teaching of writing so that learners written outcomes show stamina and accuracy	<ul style="list-style-type: none">• Y6 pupils to achieve National Progress Scores• All pupils write regularly with improving stamina and accuracy
To embed the early reading programme for those new to English	<ul style="list-style-type: none">• New to English pass phonics screening within 12 months of arrival• ELL programme for new arrivals in place for LKS2 and UKS2
To use the Maths Mastery approach to ensure that all mathematicians are challenged and making good progress	<ul style="list-style-type: none">• Depth of Learning tracking shows that children are on track throughout the key stage• Classroom provision enables challenge for all learners
To improve school attendance to 96% (MPJS pre-covid levels)	<ul style="list-style-type: none">• EWO audit shows effective tracking, monitoring and intervention• Pupils' evaluations identified effect school based support and intervention including emotional and well-being support• G Code project is evaluated by Governors• Persistent Absentees reduce

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: £ 17 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Voice 21	Develops oracy skills in the classroom	1, 2
CLPE	Develops teaching of writing	1, 2
<i>Olevi Coaching Programme</i>	Enables leaders to provide better development to teachings in improving quality first teaching	1, 2,3
<i>Maths Mastery Training</i>	Develops classroom practice in teaching maths	3

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

Budgeted cost: £ 130 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Academic Mentor</i>	National Tutoring Programme	1,2,3
<i>School-led tutoring</i>	National Tutoring Programme	1,2,3
<i>Early Morning Learning</i>	EEF Toolkit: Small Group Tuition, Oral language	1,2,3

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

Budgeted cost: £ 86 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>PEO Role</i>	EEF Toolkit Parental Engagement	4
<i>Mindfulness, ELSA & ELSA room</i>	EEF Toolkit Social and Emotional	4

Total budgeted cost: £233,000

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.

Intended outcome	Review
To embed the Early Reading Programme and the use of Reading Fluency	<ul style="list-style-type: none"> 65% of all Y6 pupils to achieved expected or better in reading SATs Of those Y6 pupils with KS1 data, 92% achieved expected or better in reading SATs All pupils read regularly, at school, if not at home which resulted in reduction of 'red' readers (those reading significantly below chronological age)
To accelerate the English language acquisition of those new to English	<ul style="list-style-type: none"> External Academics reviewed classroom provision for ELL and classroom provision meets good practice for ELL learners including Enduring Principles of Learning Specialist provision in place to welcome those new to English and new to the school
To ensure better attainment for higher able mathematicians	<ul style="list-style-type: none"> 11 children in Y6 achieved Greater Depth in Maths (of those children only 1 had been GDS at KS1) More teachers supported by maths specialists to ensure mastery approach includes provision for HA mathematicians
To increase the level of early / universal help afforded families	<ul style="list-style-type: none"> Wider range of support provided for families including Early Help Parents engaged in support programmes offered directly by PEO: NVR PEO role identified as example of good practice by ACT safeguarding audit PEO invited to work as expert on LA working groups

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
Power of Coaching	Olevi
Early Reading	Springhill English Hub
Developing Writing	CLPE