

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	341 (Census Oct 2023)
Proportion (%) of pupil premium eligible pupils	38.7% 132/341
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2024 (interim review)
Statement authorised by	Governing Body December 2024
Pupil premium lead	Headteacher
Governor / Trustee lead	WGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,360
Recovery premium funding allocation this academic year	£5,111 (Covid Recovery Grant) £4,050 (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	£204,521

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	Enrichment of curriculum to provide first hand experiences and build cultural capital in science
4	Engagement of families to support learning

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 improve the teaching of writing so that learners' written outcomes show high levels of accomplishment across the curriculum	<ul style="list-style-type: none">• Y6 pupils to achieve National Progress Scores• All pupils write regularly with improving stamina and accuracy• Termly writing progress meetings enable all stakeholders to know writing profile in each year group so pupils can be targeted effectively• A writing curriculum within foundation subjects is progressive and includes exemplification of national standards for each year group
To introduce a range of strategies, including electronic tools, to structure the acquisition of English and develop proficiency	<ul style="list-style-type: none">• Flash Academy assessments utilised to assess proficiency and progress over time for ELL learners.• ELL leader working alongside teachers and leaders to adapt provision for ELL learners in class• Development of term long induction programme for those new to school and English, including responsible role of Welcoming Committee
To structure curriculum enrichment to ensure that pupils learn from first-hand experience in science	<ul style="list-style-type: none">• 'Earthshot' room provides first hand science enrichment activities• Ogden Trust lead school professional development develops teaching of physics and working scientifically

	<ul style="list-style-type: none"> Curriculum assessments in science show that children know more and remember more
To improve home school partnership through a range of engagement strategies	<ul style="list-style-type: none"> PTA established for fundraising alongside responsible role We Mean Business Programme of Parent Partnership Events build engagement Accreditation of Leading Parent Partnership Award OUP Reading for Pleasure and Project Biblio develops reading at home

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)

(Training, HT Conference, Voice 21, Teach First, CLPE)

Budgeted cost: £22,240

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
OuP Reading for Pleasure	Develops reading and home school partnership	4
Project Biblio	Develops reading and home school partnership	4
English Language Learning Leader	Strategic Leadership and Management	2, 3

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

(TLRs, Flash Academy, Interventions, Professional Mentor)

Budgeted cost: £137,308

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
<i>Flash Academy</i>	EEF Toolkit: Small Group Tuition, Oral language	2, 4

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

(Salaries: £64,236)

Budgeted cost: £64,236

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Leader Role</i>	EEF Toolkit Parental Engagement	4
Parent Partnership Lead	EEF Toolkit Social and Emotional	3, 4

Total budgeted cost: £223,784

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 2022 to 2023 academic year.

Intended outcome	Review
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"> 53% of all Y6 pupils to achieved expected or better in writing SATs Y6 writing outcomes reduced by 5% from 2023, however, progress was better The positive impact and effectiveness of writing fluency was recognised by LA and ACT SIOs as well as OFSTED
To introduce a range of strategies, including electronic tools, to structure the acquisition of English and develop proficiency	<ul style="list-style-type: none"> OFSTED evaluated the provision for those new to English as Outstanding Children new to English across the school are making good progress and the systems to track and monitor them are highly effective Flash Academy assessments are being used at a whole school level and refined to ensure progress is assessed and monitored in reading, writing, speaking and listening at an accurate proficiency.
To structure curriculum enrichment to ensure that pupils learn from first-hand experience in science	<ul style="list-style-type: none"> PSQM for Science awarded Successful application to be the elad school in the Ogden Trust Science project Teaching and learning in Science was evaluated to be outstanding by OFSTED
To improve home school partnership through a range of engagement strategies	<ul style="list-style-type: none"> Positive parents survey from parents evening February 2024 Volunteer programme including successful recruitment of parents

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
Voice 21	Voice 21
Leading Parent Partnership Award	Leading Parent Partnership Award
Ogden Trust	Ogden Trust

