

Pupil premium strategy statement

Mossfield Primary School



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Mossfield Primary School
Number of pupils in school	304
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 to 2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	J. Plant
Pupil premium lead	J. Plant
Governor / Trustee lead	C. Reaper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 242499 (including EY funding)
Recovery premium funding allocation this academic year	£ 11347
School led tutoring grant	£4219
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	£ 258065

Part A: Pupil premium strategy plan

Statement of intent

The intention at Mossfield School is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

Our focus will be upon raising attainment and engagement of the disadvantaged and vulnerable. However, we will always consider the challenges faced by all pupils, as a relatively high proportion of our families face issues of low wages and child poverty, regardless of any official designation. The activities we have outlined in this statement are also intended to support, and have benefits to, our wider school community, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach. 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. General classroom support is extensive, and is always arranged to support 'normal' class lessons with a broad and balanced curriculum, which is rich in its content. Other interventions are additional experiences, and these take place outside of normal classroom times, on an extensive and rigorous basis.

Implicit in our intended outcomes, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. At Mossfield School, we carefully track and monitor every child's progress on an ongoing and frequent basis. Lack of progress is to be identified and addressed as soon as possible.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Challenges

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

Challenge number	Detail of challenge
1	Well below average attainment on entry to Nursery. Delayed acquisition of language in EYFS and especially reading skills in all ages , for some of our pupils.
2	High average levels deprivation and poverty in local area. Relatively high levels of SEND need .
3	Attendance and Punctuality of some disadvantaged pupil's causes concern. High levels of persistent absence in some families.
4	Behaviour and Low Academic Aspiration of some disadvantaged pupils and families leading to disengagement with learning. Includes ' Catch Up and Recovery ' from recent pandemic.
5	High levels of Safeguarding Concerns & some families of disadvantaged pupils who require Early Help and family support.
6	Limited experiences of areas beyond Salford & limited Enrichment Activities for some disadvantaged pupils.
7	Emotional and Mental Health concerns of some disadvantaged pupils.

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
Accelerated progress and attainment in Reading and Early Synthetic Phonics. Improved oral language skills and vocabulary for disadvantaged pupils.	Achieve above national average progress scores in KS2 Reading. Achieve above national average in expected standard in Phonic Screening Check by the end of Year 2. Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
Improved progress and attainment in Mathematics, especially for disadvantaged pupils.	Achieve above national average progress scores in KS2 Maths. Progress in maths for disadvantaged pupils is in-line with non-disadvantaged pupils at Mossfield School in termly progress meetings

Greater consistency of progress for SEND pupils, especially disadvantaged pupils.	Disadvantaged SEND pupils make similar progress to non-disadvantaged SEND pupils at Mossfield School in termly progress meetings
To improve attendance and levels of persistent absence for pupils, especially the disadvantaged.	Ensure attendance of disadvantaged pupils is above 95% Reduce current rates of persistent absence to 5% or lower. Disadvantaged pupil's attendance to be broadly in line with non-disadvantaged pupils at Mossfield School.
To maintain excellent behaviour and address low academic aspiration in some disadvantaged pupils. To offer high quality catch up and recovery tutoring on an extensive basis. 2022/2023	Exclusion and suspension rates to be below national average by 2024/5 High levels of tutoring engagement – at least 50% of KS2 pupils receive out of school support by 2024/5. Interventions deliver measurable benefits, as tracked by SIMs Interventions.
To ensure that all pupils have early and effective safeguarding and full access to Early Help, as soon as it is required.	Early Help is available promptly, and from a variety of services. Qualitative data from student voice, student and parent surveys indicates help is valued and increasing participation.
To support a broad and balanced curriculum in ensuring that families experiencing poverty can access high quality trips and visits, materials, uniforms and ICT facilities	Trips and visits to ask for contribution of no more than £10, and to be free or low cost where possible. Trips closely linked to curriculum provision. Free used uniform to be available to disadvantaged pupils. Free Chromebook loans for homework and COVID lockdowns has high take up.
To achieve and sustain improved wellbeing for all pupils by ensuring Emotional and Mental Health Concerns are addressed quickly and effectively.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £ 158161

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Senior member of staff to work as a Reading Development Leader. Support effective early phonics provision, champion reading, identify and act upon children in danger of falling behind. Lead staff CPD and develop pedagogy. Support effective use of data and gap analysis through improved pupil progress analysis. To provide support staff in monitoring reading progress and identifying and supporting pupils in danger of making below acceptable progress. To work with identified parents to promote and champion home reading</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,5</p>

<p>Lead the implementation of RW inc and ensure good progress in early reading in EYFS and KS</p> <p>£98000</p>		
<p>To provide effective and dedicated SENCO release time for disadvantaged pupils. Ensure effective liaison with outside agencies and support services to ensure best possible outcomes for SEND disadvantaged pupils.</p> <p>To monitor and track the progress of SEND pupils to ensure good progress and attainment.</p> <p>(£50161)</p>	<p>SENCOs fulfil a crucial intermediary role between external agencies, schools and families. Strong and trusting relationships between SENCOs, parents and carers facilitate this. SENCOs need enough time to carry out their responsibilities and access continuing professional development.</p> <p>https://www.gov.uk/government/publications/supporting-send/supporting-send</p> <p>We consider that the role of the SENCO is of such importance that those undertaking that role should have enough dedicated time, pay and knowledge to enable them to do their job well.</p> <p>https://publications.parliament.uk/pa/cm201919/cmselect/cmeduc/20/20.pdf</p>	<p>1, 3, 5</p>
<p>Standardised Testing</p> <p>Purchase of standardised diagnostic and summative assessments, to enable effective pupil tracking.</p> <p>(£3000)</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, 5</p>
<p>Purchase new reading resources</p> <p>1 Reading books closely aligned to phonic</p>	<p>New RWI resources</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</p>

<p>knowledge for KS1.</p> <p>2 Reward materials to encourage and support higher order reading skills.</p> <p>3 New class reading materials to expand classroom libraries.</p> <p>(£6 000)</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>913</p>	
<p>Maths Teaching and Planning.</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of Maths Hub resources and CPD (including Teaching for Mastery training). Implement a new whole school scheme of work for Maths.</p> <p>(£2000 spent in 2023-24)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>2</p>
<p>Writing Teaching and Planning.</p> <p>Enhancement of our writing teaching and curriculum planning.</p> <p>We will fund subject leader</p>	<p>New writing resources</p> <p>Purchase necessary books</p> <p>Teacher release time</p> <p>Subject leader release time</p>	

and class teacher release time to develop a reading and writing spine, CPD and resources. £7000	CPT training time	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 21 000 - Pupil Premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of a team of 8 ‘City Year’ volunteers</p> <ul style="list-style-type: none"> -Tutoring and catch up. -One to One support -Basic skills support in class -Emotional and mental health support - General classroom teaching support - Punctuality and attendance support -Behaviour support <p>(£20 000 – to July 2023 only)</p> <p><i>School Led Tutoring Grant (6500)spent 2022/23</i></p> <p><i>£13 500 (Recovery Grant) Spent 2022/23</i></p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 4, 5, 7

<p>EYFS Spoken Language Development</p> <p>Staffing and provision of a programmes to improve spoken language and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills in our school.</p> <p>(EYFS Speech programme + NESSY) (£6 500)</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Reading Intervention Groups. To set up and run throughout the year book clubs and reading groups, to take place before school or after school.</p> <p>Selected KS 2 pupils to group read novels together, with a mentor TA. To promote reading attainment and progress, as well as reading for pleasure. (£5 000)</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Additional Educational Psychologist Time Additional support for disadvantaged pupils showing disengagement and / or challenging</p>	<p>EPs provide input at different stages within the education system at individual, group and systems level. However, the main focus will always be to act in the best interests of the child or young person.</p> <p>https://gov.wales/sites/default/files/publications/2018-03/educational-psychologists-in-wales.pdf</p>	<p>3</p>

behaviour or SEND Needs. £7500 - gold package		
Provide free childcare. Child care places to families where one or more sibling is attending after school small group tutoring sessions. This enables only one pick up time for parents and will increase participation in after school tutoring sessions. (£2000)	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2, 5

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

Budgeted cost: £ 115 934

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fund a Behaviour / Pastoral / Academic Support Leader</p> <p>To act as an expert behaviour champion, giving advice and strategies to staff</p> <p>To aid the effective reintegration of disaffected and behaviourally challenged pupils back into the classroom.</p> <p>To increase the support and guidance given to</p>	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>When the nurture groups were working well they made a considerable difference to the behaviour and the social skills of the pupils who attended them. Through intensive, well-structured teaching and support, pupils learnt to manage their own behaviour, to build positive relationships with adults and with other pupils and to develop strategies to help them cope with their emotions.</p> <p>https://www.gov.uk/government/publications/supporting-children-with-challenging-behaviour</p>	5, 6

<p>LA 'looked' after pupils. To give greater support and advice to pupils and families with mental health issues. To lead on school avoidance and concerns, post lockdown. Special responsibility for pupil and parent Mental Health and well-being. (£40831)</p>		
<p>Attendance Officer Monitor attendance and take action as required to promote good attendance. Family support work and liaison with outside agencies. To lead on school avoidance and concerns, post lockdown. Special responsibility for school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. (£20 416)</p>	<p>Follow DfE guidance which has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embed the principles of good practice set out in the DfE's Improving School Attendance advice.</p>	4, 6
<p>Fund Attendance Administrative Support Officer – Monitor attendance and take action as required to</p>	<p>Follow DfE guidance which has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embed the principles of good practice set out in the DfE's Improving School Attendance advice.</p>	4, 6

<p>promote good attendance.</p> <p>Family support work and liaison with outside agencies.</p> <p>To lead on school avoidance and concerns, post lockdown. Special responsibility for school attendance.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>(£41 816)</p>	<p>Embed the principles of good practice set out in the DfE's Improving School Attendance advice.</p>	
<p>Fund Additional E.W.O support to the school.</p> <p>(£4371)</p>	<p>Follow DfE guidance which has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embed the principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Embed the principles of good practice set out in the DfE's Improving School Attendance advice.</p>	4
<p>Subsidy of school trips and events</p> <p>Subsidy for all pupils who were not able to make a voluntary contribution to costs.</p> <p>Subsidy for all pupils to bring the generally cost of all school trips and visits to a more manageable level.</p> <p>(£6 000)</p>	<p>HSE fully recognises that learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence. It also helps pupils develop their risk awareness and prepares them for their future working lives.</p> <p>https://www.hse.gov.uk/services/education/school-trips.pdf</p> <p>The cost of school trips causes problems for many children. Two in five children who live in families that are 'not well off at all' have missed a term time school trip because of the cost.</p> <p>https://www.basw.co.uk/system/files/resources/basw_21941-5_2.pdf</p>	7
<p>Contingency fund for acute issues.</p> <p>(£2500)</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>	All

Total 2024 / 2025: £ 295095

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Our internal assessments during 20223/24 shows good improvements in our end of EYFS results and in our end of KS1 phonics check results. These had been areas for development for the school, and the improvements were pleasing.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by a return to face-to-face teaching, with a focus on high quality, carefully focused activities. Teachers made careful plans for catch up lessons, which were implemented with a high degree of success. Targets were developed for all pupils, which highlighted the most important areas to concentrate upon, to give the greatest progress gains.

Although overall attendance in 2023/24 showed strong improvement, it remains lower than we wish. This is a common pattern for schools in this area and nationally. High levels of unauthorised holiday absence were noted across the whole year, with many parents stating that they were taking holidays postponed from lockdown periods or that they needed a break due to their mental health needs. High levels of FPN fines were issued. Attendance will remain a core focus for us in 2024-2025, especially focusing on disadvantaged pupils who are classes as persistent absentees. It was often these pupils who made the lowest academic progress, especially in reading.

Our assessments and observations indicated that reading progress was significantly impacted last year, primarily due to absence and COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Developing high quality skills and knowledge progression schemes in Foundation Subjects. Improve information to parents about our school curriculum.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on sports and hobbies building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.