

Pupil Premium strategy statement: Mount Street Academy 2024-25

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EVERY STUDENT, EVERY LESSON, ALL THE TIME

“I see challenge as a temporary barrier, preparing me for something bigger!” *Timmy, year 11, SMA*

Detail	Data
School name	Mount Street Academy
Number of pupils in school	320
Proportion (%) of Pupil Premium-eligible pupils	101 in school (but October Census = 88ch which is the PP allocation from DfE doc) 6 LAC 3 Service children
Academic year/years that our current pupil premium strategy plan covers (three-year plans are recommended)	2024-25
Date this statement was published	
Date on which it will be reviewed	July 2024
Statement authorised by	<i>Rachael Horu</i>
Pupil Premium lead	Kelda Parker

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£130,240.00
Recovery Premium funding allocation this academic year	n/a
Total budget for this academic year	£130,240.00

EYFS Current Attainment 2024	PP 2024	Non-PP 2024	PP nat ave
Proportion attaining expected standard in Reading	19/28 68%	40/62 65%	
Proportion attaining expected standard in Writing	18/28 64%	40/62 65%	
Proportion attaining expected standard in Number	19/28 68%	43/62 69%	
Proportion attaining expected standard in Combined			

We have reviewed thoroughly outcomes for our disadvantaged students and have identified 5 areas that continue to be a challenge for this group. These challenges will underpin the strategy for this academic year.

Review 2023-24

Reflection on 2023-24 priorities and their impact by outlining the performance of disadvantaged students detailing the impact made.	
Intended outcome	Impact
<p>1. Quality first teaching for all</p> <p>Success Criteria</p> <ul style="list-style-type: none"> All children will have made progress in communication and language skills The vocabulary progression document will be evident in lessons delivered across school Opportunities to develop language from EYFS through Provision, classroom learning, outdoor learning, reading and curriculum experiences will be clearly identified on planning 	<ul style="list-style-type: none"> Number of PP children in Reception working at ARE in Listening, Attention and Understanding has increased from 5 to 23 (Term 1 – Term 6) Number of PP children in Reception working at ARE in Speaking has increased from 6 to 23 (Term 1 – Term 6) Vocabulary Progression document is embedded and used by teachers across school to ensure that key vocabulary for each subject is explicitly taught and revisited to secure understanding. EYFS – planning documents and Tapestry evidence language acquisition and application Our speech and language provision has continued to be a huge success where all children have made significant progress and many have been discharged. The school’s external S&L therapist consider us to be a beacon of good practise
<p>2. Children will have a range of cultural experiences to enrich their curriculum offer</p>	<ul style="list-style-type: none"> Future Me week (June 2024) brought the local community together to support the success of this week; parents and local individuals hosted Assemblies and children experienced an immersive week which provided them with real life examples of future careers. This week also promoted the wider thinking with children about which skills/subjects would help them to achieve.

<p>Success Criteria</p> <ul style="list-style-type: none"> • Children have access to a wide and rich set of experiences leading to them developing new, treasured and/or enjoyed activities that enrich their lives and help them find and decide where their interests and passions lie. • QFT opportunities through the curriculum • School trips • Visitors into school • EYFS Enrichment through carefully planned provision and experience - focused on social and cultural capital of our children • Children in KS1 will experience <i>six</i> Enrichment Afternoons over the course of the year 	<ul style="list-style-type: none"> • Year group trips out of school have broadened children’s cultural connections to the local community and enriched their curriculum experiences through carefully planned visits out • All children have been able to participate in a theatre workshop to deepen and enrich their learning in English (text related) and all EYFS children participated in a Bollywood dance workshop which enriched cultural understanding and experiences. • Curriculum planning has evolved and planning documents revised to enable clearer structure to lessons in KS1. • Teacher adaptations made enable all children to access learning. A rising EAL cohort (particularly in EYFS) has prompted curriculum adaptations and embedded the effective use of Widgeo across school • The Literacy Tree has been rolled out in KS1 - texts included in this curriculum are deliberately chosen and broaden Cultural Capital • Enrichment Afternoons have taken place in 5 terms across the year; children have participated in a range of self chosen afternoons including music, art, history, science, team games, nature, outdoor learning/bushcraft.
<p>3. Children will have access to pastoral care through the triage system</p>	<ul style="list-style-type: none"> • Jigsaw is taught weekly during Thursday circle time/PSHE session • Triage system is in place and staff are using this effectively. Support has been allocated where possible and impact has been shown for a number of children. Where progress has not been made referrals have been made to outside services. • There has not been a reduction in referrals to MH services, however there has been a change: lower level needs are now being met more successfully in school. We are seeing an increase in more significant mental health needs. We have had 3 successful allocations to healthy minds. • Breakfast club continues to support transition and classroom readiness and 1-1 interventions have been delivered for children throughout the year. Where appropriate, interventions have also included parents. • Intervention support has been reduced this year due to being at reduced capacity with regards to staffing, we no longer have an ELSA in school and our family support worker has been on maternity leave. This will improve in September when SOH returns.
<p>Success Criteria</p> <ul style="list-style-type: none"> • The curriculum will offer support for children through Jigsaw PSHE • Children identified as needing Pastoral support will receive appropriate support from the SENCO or the family support worker/s; children will show increased readiness for learning, access to the classroom, emotionally will feel improvement in mental well being. • Reduction in the number of MH referrals 	<ul style="list-style-type: none"> • Survey with parents carried out to inform the focus of these
<p>4. Parents will be well informed about which agencies to access and will feel engage in support offered. Parents will feel more informed and empowered.</p>	<ul style="list-style-type: none"> • Survey with parents carried out to inform the focus of these

<p>Success Criteria</p> <ul style="list-style-type: none"> • Family hubs will be advertised and held at least once every big term, with a specific relevant focus • Schedule will be created termly with parental input, to tailor Hub sessions to be of optimum help/relevance for the parents (CH to do survey with parents) • Reduction in the need for referrals for children 	<ul style="list-style-type: none"> • Family hubs have taken place each half term and parents have had an input into these. We have focused on various services across the year to offer a wide range of support, this has included ASD awareness, behaviour courses, mental health support, emotional regulation, EAL support, young carers, transition, sleeping support etc. • There has been varied attendance for these, we are looking for next year to see how we can target more families. They have supported families with information and strategies and in some cases this has led to improved outcomes for children – particularly the behaviour course. Mental health services have been less well attended.
<p>5. Reduction in PA for those students who are PP and an increase in their overall attendance. Y1 children to improve in Y2. Robust procedure in school to tracking, monitoring, letters sent out</p>	<ul style="list-style-type: none"> • Attendance for PP children was 92.9% compared to 93.7% for all children.
<p>Success Criteria</p> <ul style="list-style-type: none"> • Children identified as persistent absentees will show an increased attendance % over the course of the year • Parental engagement in the importance of attendance will increase • Monitoring and action for PA will be quick and effective with the aim to reduce the frequency and build mutual commitment with parents to ensure children attend 	<ul style="list-style-type: none"> • The school operates a parent focused approach to reducing absence by encouraging working together to find solutions to barriers to attendance with bespoke attendance support plans. • The attendance team monitor all children who are PA. There is a new attendance strategy in place from DfE and a new attendance policy from the Trust which reflects this strategy.

Current Challenges: key challenges to achievement that we have identified among our disadvantaged pupils

<p>Detail of challenge</p>
<p>1. Outcomes for writing continue to be lower than National Average GLD 71% 2023 https://explore-education-statistics.service.gov.uk/find-statistics/early-years-foundation-stage-profile-results/2022-23#dataBlock-e18d3729-8655-49bb-12b0-08dbe50ffa72-tables KS1 60% 2023 https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-1-and-phonics-screening-check-attainment MSA 2024 Rec 64.5% children GLD 68% PP Y1 56% children working at AR or above 57% PP Y2 54% children working at AR (none above) 49% PP</p> <p>2. Increasing number of EAL learners in school joining with no English.</p>

3. Children present with a lack of experiences, opportunities and academic educational experiences

4. High level of social and emotional and developmental SEN needs/mental health

In Autumn 2023 77% of children were working below age related in personal, social and emotional development.

82% of disadvantaged working below ARE

5. A high percentage of persistent absentees

Overall 27% (July 2024) PP = 30.5%

Intended outcomes & how we will measure success

Intended outcome	Success criteria
1. Improving outcomes in writing for all children	<ul style="list-style-type: none"> ● implementation of new handwriting curriculum ● introduction of new handwriting books and flip charts to model ● embed high quality adaptations in all classes ● implement the updated marking and feedback policy in line with Anthem
2. Improve outcomes for EAL children in communication and language across the curriculum	<ul style="list-style-type: none"> ● SALT will all be assessed on arrival to school (BELL foundation or WELCOM) to assess English and enable intervention to begin straight away. ● To ensure PP ch and EAL are assessed and base lined (Band 1 or Band 2 and part of intervention as appropriate) ● Working with EAL Lead to ensure the adaptation for EAL/PP ch in non-core subjects (e.g. widgeits) ● Increasing cohort of EAL and communication with these families ● Adaptations of learning in non-core subjects
3. Children will have a range of cultural experiences to enrich their curriculum offer	<ul style="list-style-type: none"> ● Children have access to a wide and rich set of experiences leading to them developing new, treasured and/or enjoyed activities that enrich their lives and help them find and decide where their interests and passions lie. ● QFT opportunities through the curriculum ● School trips ● Visitors into school ● EYFS Enrichment through carefully planned provision and experience - focused on social and cultural capital of our children ● Children in KS1 will experience six Enrichment Afternoons over the course of the year (one per half term)
4. Children will have access to pastoral care through the triage system	<ul style="list-style-type: none"> ● The curriculum will offer support for children through Jigsaw PSHE ● Children identified as needing Pastoral support will receive appropriate support from the SENCO or the family support worker/s; children will show increased readiness for learning, access to the classroom, emotionally will feel improvement in mental well being.

	<ul style="list-style-type: none"> Reduce the number of MH referrals
5. Reduction in PA for those students who are PP and an increase in their overall attendance. Y1 children to improve in Y2. Robust procedure in school to tracking, monitoring, letters sent out	<ul style="list-style-type: none"> Children identified as persistent absentees will show an increased attendance % over the course of the year Parental engagement in the importance of attendance will increase Monitoring and action for PA will be quick and effective with the aim to reduce the frequency and build mutual commitment with parents to ensure children attend

Actions to address the challenges listed above.

Teaching Budgeted cost: £68,774.70

Action (Challenge addressed)	Staff lead	Evidence to demonstrate approach is effective <i>(IMPACT – data, outcomes, what will students do/know/behave differently)</i>	Implementation review <i>(when/what/who)</i>
QFT for all	SLT	Adaptations in all subjects, including non-core will enable all children to access learning outcomes and accelerate progress	Termly or following monitoring
Maths strategy roll out	SO/KS1 Year group leads	MSA specific progression of manipulatives and strategies for KS1 will ensure concrete learning scaffolds are streamlined to reduce cognitive load and to ensure improved consistency in the teaching to support improved transition for children in learning maths from Y1 to Y2 Calculation Policy will be updated in line with progression (as outlined above) and there will be improved consistency in manipulatives and strategies used	SO to monitor following dissemination
Anthem Handwriting policy and handwriting curriculum training and implementation Anthem/MSA revised marking policy training and implementation	AP/SO	Handwriting across school will improve New handwriting curriculum will show clear progression and high expectations outlined from Reception to Year 2 Handwriting will no longer be (one of) the biggest barriers to achieving ARE in writing Opportunities to publish work will be integral to each Literacy Tree sequence All staff will celebrate handwriting in line with revised marking policy and the three Anthem 3 Principles for handwriting	Ongoing/termly SO/AP

		Handwriting to be incorporated into each year group timetable	
Literacy Tree	AP/SO	Scaffolding and adaptations to Literacy Tree units will enable all children to access and make rapid progress	Ongoing through monitoring AP/SO
EAL	CH	Staff will be clear on language needs and appropriate provision / interventions will be in place to support language development. Children will have improved access to the curriculum, with a focus on non-core subjects, through strategies like widgits, pre-teaching language and sharing these with parents. Communication with parents will be improved – parents will be clear on what is happening in school and be fully engaged.	Ongoing through CPD and monitoring throughout the year CH
SLT – Rach Rapid Catch up	RH	Children identified for Rapid Catch Up intervention will make accelerated progress and narrow the gap between themselves and their peers All children in the Rapid Catch Up group (bar significant SEN needs) will pass the Year 2 Phonic Screening retake in July 2025	December 2024 AP/CF
Quickly identify disadvantaged children who are not achieving full potential and implement actions to address these through monitoring and evaluating the impact of QFT/interventions taking place	KP/class teachers/ SLT	Improved progress/outcomes Improved teacher awareness/action for PP children in their class Increased engagement from families	Termly monitoring KP

Targeted academic support: Budgeted cost: £23,485.07

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective <i>(IMPACT – data, outcomes, what will students do/know/behave differently)</i>	Implementation review <i>(when/what/who)</i>
1. SALT intervention programs	Yvonne Adams	Improved outcomes and engagement in curriculum learning Improved speech sounds / wellcomm scoring	Daily CH to review

<p>2. Phonics interventions will take place over the course of the year</p> <p>Autumn Term 2024 – Year 2</p> <p>Spring & Summer 1 2025 – Year 1</p>	<p>Bryanny Parkhouse Rach Horn</p>	<p>Improved Phonics outcomes for Year 1 >89%</p> <p>Improved pass % for Phonic Screening retakes (Year 2)</p>	<p>Weekly CF to review</p>
<p>3. Nurture provision timetable to be developed and facilitated by SENCO and Family Support Worker</p>	<p>Christina Horton Sophie O’Hare</p>	<p>Increase in support for children with SEMH needs, decrease in behaviour-related incidents.</p>	<p>Termly CH to review</p>
<p>4. Support for Service children (Termly group)</p>	<p>Sophie O’Hare</p>	<p>Mental health improvement</p> <p>Emotional understanding in children with parents who are deployed is improved (regulation of emotions)</p>	
<p>5. Engagement with LAC children, parents and families (Termly group)</p>	<p>Sophie O’Hare</p>	<p>Families/carers of LAC feel involved and supported in their children’s education and individual needs. Carers are invited in to discuss what support school can offer as enrichment experiences (e.g. Rocksteady) or out of school support.</p>	<p>Termly</p>
<p>6. World Book Day to be promoted across school and marked through events during the day/week.</p>	<p>English Team</p>	<p>Increase in engagement in reading – both children and parents</p>	<p>Annually English Team to review</p>
<p>7. A structured Library timetable will enable all classes to access the library space on a regular basis for story time, or other reading focused activities</p>	<p>AP email round</p>	<p>Increase in engagement in reading</p> <p>Improved outcomes</p> <p>All children see themselves as ‘readers’ and see MSA as a ‘reading school’ – Pupil Voice reflects this</p>	<p>Weekly AP to review</p>
<p>8. Playworker - Y1 afternoon outdoor learning support (focusing on language development for Y1 children who still need outdoor learning aspect in afternoons)</p>	<p>Di Lowe</p>	<p>Broader vocabulary acquisition achieved</p> <p>Communication skills improved</p>	<p>Termly RW to review and liaise with Line Manager</p>

		Reduction in behaviour responses to frustration – increase in children’s ability to verbally articulate/problem solve Improvement in collaboration of peers	
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Wider strategies: Budgeted cost: £37,980.22

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective <i>(IMPACT – data, outcomes, what will students do/know/behave differently)</i>	Implementation review <i>(when/what/who)</i>
1. Nurture provision timetabled for 2 days per week	Christina Horton	Increase in support for vulnerable children and those with SEMH needs. Improved attendance and engagement in learning. Reduction in behaviour incidents.	Weekly CH to review
2. Family Support Worker to focus on improving attendance Support families CIN, TAC, vulnerable	Sophie O’Hare Rachael Horn	Increase in attendance Improved engagement of children in school Increase in parental engagement	Daily SLT to review
3. SEMH support	Outside agency MHST	Increase in support for vulnerable children and those with SEMH needs. Improved attendance and engagement in learning. Reduction in behaviour incidents.	Timetabled visits from MHST caseworker CH to coordinate
4. Premier Education Sport in School will run well-being focused sessions for PP children Five free PP spaces offered at each club= 10 places altogether/per term (30 places total)	LL/Premier Coach	Improved engagement in curriculum Increase in opportunities Improved MH Improvement in physical health	Termly LL to review and report to SLT
5. Nurture Breakfast - for PP and absentees	TA Bryanny	Improved attendance Increase in school engagement	Daily CH to review

<p>6. Parents to be encouraged/signposted to weekly toddler sessions; for e.g. at Ermine library – songs, stories, rhymes Post on Social Media links as well as Bromcom/MCAS</p>	<p>Amy Paine/Kelda Parker/Suzanna Oaten</p>	<p>Improved parental engagement Improved outcomes in some Nursery children (those who access these sessions regularly) Increased understanding of parents</p>	<p>Google Form survey Termly AP</p>
<p>7. Family Hub sessions</p>	<p>CH</p>	<p>Improved parental engagement Increased understanding of parents in effective parenting Parents’ toolbox of strategies increased</p>	<p>Termly SLT to review with CH</p>
<p>8. Rocksteady instrumental lessons Bursary places offered by Rocksteady = 8 (2024-25) Free</p>	<p>Kelda Parker</p>	<p>Improved engagement in curriculum Increase in opportunities Improved MH Broader aspirations</p>	<p>Termly KP</p>
<p>9. Curriculum offer to include increased opportunities for children to immerse in enrichment offer, curriculum days (DT, music) as well as the annual ‘Future Me’ week – to raise aspirations and broaden future horizons and possibilities</p>	<p>Year Group Leads Suzanna Oaten</p>	<p>Broader aspirations Improved engagement in curriculum</p>	<p>Termly SLT to review</p>
<p>10. Theatre production/workshops linked to Literacy Tree texts</p>	<p>Theatre company (Rhubarb/Trunk)</p>	<p>Cultural Capital Language, vocabulary and communication Engagement in reading Drama experience Engagement in texts</p>	<p>KP Autumn/Spring/ Summer (depending on when theatre events take place)</p>
<p>10. PP children will have funded trips if they need support with payment to participate. Payment schedules will be offered to spread payments.</p>	<p>SP</p>	<p>Cultural experiences deepened Access to and engagement with the curriculum</p>	<p>Termly SLT to review</p>
<p>11. Enrichment Afternoons will take place in school, once a big term. Parents will be involved and able to sign children up to activities of their choice.</p>	<p>SO/Teachers</p>	<p>Improvement in mental health Broader aspirations Engagement in school Parental involvement in school Communication with parents</p>	<p>Termly SLT to review</p>

<p>12. Continue to work with the charity Lincoln Food Bank to offer food parcels for families in need.</p> <p>Continue to refer families to join the Community Grocery – Beaumont Fee</p> <p>Continue to signpost/raise awareness of the Free for All charity shop @ St Giles Methodist Church</p>	<p>Family Support worker</p>	<p>Parental engagement improved</p> <p>Families will have wider access to food and hygiene opportunities</p> <p>Families will have improved awareness/knowledge of charity support options</p>	<p>As and when needs require</p> <p>SLT/DSL</p>
<p>13. Second hand uniform (MSA Pre-loved uniform shop) sourced and offered at a nominal price (free for families who can't afford it)</p>	<p>FOMs/AP</p>	<p>Parental engagement improved</p> <p>Parents will know they can access reduced cost school uniform via school</p> <p>School Uniform on sale for key events such as Parents Evenings/Open Days</p> <p>All children will be able to wear appropriate uniform - parity</p>	<p>Advertise on school Newsletter</p>
<p>14. Families will access outdoor play sessions at local woodland nature group; one disadvantaged family to be offered a gifted space</p>		<p>Parents will access outdoor nature based toddler sessions with their children; improved development of physical, gross/fine motor, language, vocabulary, communication, social skills</p>	<p>KP December 2024</p>

Total budgeted cost: £130,240.00

EVIDENCE SOURCE

- [NFER – Deploying staff effectively](#)
- [NFER – High quality teaching for all](#)
- [EEF – Teaching and Learning toolkit](#)
- [EEF- Teacher feedback to improve learning](#)
- [EEF – Teaching and Learning toolkit](#)
- [EEF – Metacognition & Self-regulated learning](#)
- [EEF – Covid Catch up](#)
- [Sutton Trust ‘Engaging Parents Effectively’](#)
- [NFER- Addressing behaviour and attendance](#)
- [NFER – Clear responsive leadership](#)

- [EEF – Improving mathematics in KS2 & 3](#)
- [NFER- Meeting individual learning needs](#)
- [EEF – Effective Professional Development](#)
- [EEF – Using digital technology to improve learning](#)
- [EEF – Effective Professional Development](#)
- [EEF – Putting evidence into work](#)
- [EEF – Pupil Premium guide](#)
- [EEF – Improving behaviour in schools](#)
- [EEF – SEND in mainstream schools](#)