

Pupil premium strategy statement

This statement details our school's use of pupil premium, recovery funding (and school led tutoring for 2021 to 2024) 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 Street Academy
Number of pupils in school	Dec 2022 = 289
Proportion (%) of pupil premium eligible pupils	109 ch PP (=38% of ch on roll) Includes: 6 LAC (2%) 6 Forces (2%) 49 SEND of these, 21 are PP = 43% of SEND are PP
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	5.12.22
Date on which it will be reviewed	Autumn Term 2023
Statement authorised by	Rachael Horn
Pupil premium lead	Kelda Parker
Governor / Trustee lead	Simon Morley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	101 ch 6 LAC/LAC+ 6 Service = £94,180 <small>(based on October 2021 census)</small>
Recovery premium funding allocation this academic year	£10,585
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	£104,765 Plus tutoring funding = £8,910 <small>(60% of total allocation)</small>

Part A: Pupil premium strategy plan

Statement of intent

The disproportionately high impact of COVID-19 on the education of disadvantaged pupils makes this more important than ever. Research shows that disadvantaged pupils have been worst affected by the partial school closures and the attainment gap has grown as a result of the national lockdowns.

<https://sandbox.educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment>)

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Three year strategy

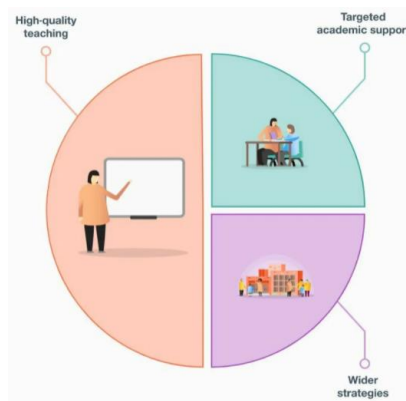
At MSA, our ultimate objectives are:

2021-24

- ✓ ***To close the attainment gap between our disadvantaged and non-disadvantaged pupils.***
- ✓ ***To broaden the acquisition of language and vocabulary and improve the communication skills of our disadvantaged children.***
- ✓ ***To support our children’s health and wellbeing, including resilience, social and emotional development to enable their readiness for learning.***

(additional) 2022

- ✓ ***To improve the engagement of parents in children’s learning, especially in reading.***



Challenges

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

Challenge number	Detail of challenge
1	<p>Children present with a lack of language, vocabulary and communication skills</p> <p>In 2021 68%** of children were working below age related on entry in Communication and Language Disadvantaged: between 71.4% and 86% ** working below ARE on entry</p>
2	<p>Children currently have a lack of motivation and opportunities to read for pleasure.</p> <p><i>(SDP - raise the profile of reading, develop a reading for pleasure culture)</i></p>
3	<p>Children present with a lack of experiences, opportunities and academic educational experiences, limited further by the pandemic period</p>
4	<p>High level of social and emotional and developmental SEN needs/mental health</p> <p>In 2021 between 65% and 69.4% ** were working below age related on entry in personal, social and emotional development. Disadvantaged: between 79% and 71.4%** working below ARE on entry</p>
5	<p>Opportunities for parental and family engagement within school have been limited due to the pandemic and building/structural challenges over the past 4 years</p> <p><i>(SDP – promote the engagement of parents, families and communities)</i></p>

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><i>To improve communication and language skills for children in all year groups (oracy)</i></p> <p><i>EEF Language and Literacy in EYFS</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<ul style="list-style-type: none"> Children will demonstrate a wider repertoire of vocabulary and language, with improved communication skills. This will be evident in their communication skills and ability to articulate their thoughts and ideas. Children will have a greater subject specific vocabulary bank which enables them to build on understanding <p>Review September 2022 <i>Year 1 children showed huge progress in this area, continuing from the progress made in Reception.</i></p>
<p><i>Staff/practitioners in school will be clear and confident in identifying what intervention is required when and why.</i></p>	<ul style="list-style-type: none"> Practitioners will have a range of interventions and support which they deliver with confidence and expertly target for individual needs. Communication and language outcomes will have improved in all year groups assessed against the EYFS (Communication and Language) and National curriculum (Spoken Language)

	<ul style="list-style-type: none"> All staff will know and understand what interventions are available for each identified need and when/how to use these and how they are monitored and evaluated for each child <p>Review September 2022 <i>Training has taken place and strategies are in place with clear processes for staff to follow in delivering interventions based on children's needs. Designated TA delivers all SALT intervention across KS1.</i></p>
<p><i>A culture of reading for pleasure and a love for reading will be shared and explicit across school</i></p> <p><i>Reading Framework July 2021</i> The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)</p>	<ul style="list-style-type: none"> Staff understand the research/importance about reading, including fluency for comprehension and getting better at reading. Children will have access to a wide range of engaging texts within classrooms and around school. Displays and environment will reflect the schools drive to promote reading, for example The Reading Nook. The library will be developed into a space which invites children to enjoy the world of books and reading. Parents will understand and support the importance of creating a reading culture at home – through school support. Parents will understand and support the approach to fluency and comprehension. Parents will move away from the mindset that children should read books once and move on quickly to the next box/band in order to get better at reading (some parents) <p>Review September 2022 <i>Reading continues to be a big focus for school. Reading is now included on Newsletters – with all teachers contributing a Book Review throughout most of the year.</i></p> <p><i>The Little Wandle phonics package has been implemented across school and all staff have received training on this – Reading Practise sessions are carried out three times a week for each child, including a decoding, prosody and comprehension focus. All books are aligned to the Phonics stage they are working at, and regular assessments are carried out to ensure children are always reading within a group matched to their phonic acquisition.</i></p> <p><i>Reading Basket suitcases are sent home weekly (two per class) which is a special experience for children to share at home with their family – a book to read/one to have read to them and a teddy, hot chocolate and biscuits to enjoy.</i></p> <p><i>We have introduced Book Swap boxes to each classroom. This is an additional book to their home reading book which children can select themselves and take home to read. They then return it and swap to another of their choice.</i></p> <p><i>The library is now completed and has been replenished with new furniture, murals and books.</i></p>
<p><i>Children will have access to a library environment which promotes reading across a range of genres and a love for books.</i></p>	<ul style="list-style-type: none"> Children will regularly use the school library, adhering to the timetabled opportunities provided. Children will have confidence and enthusiasm for selecting texts independently.

<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<ul style="list-style-type: none"> • Children will be able to articulate their choice, linking to genres and personal preference. • Children will visit the local Library at least once by the end of Y2, and will become a member for future visits after they have left our setting. <p>Review September 2022</p> <p><i>The library has been mostly completed (September 2022) and is gradually being used by classes and groups as part of their week. This is to be developed further in consultation with Reading Lead and staff to ensure that all classes have opportunity for story time within the library space.</i></p> <p><i>The local library (Ermine) has been closed for an extended period of time but has recently reopened on a part-time basis. The previous services they offered are reduced but it is open for two days a week – the intention is to aim to take children for a visit to the library before they leave us, ensuring that they are given a Library card so they can return and borrow books.</i></p>
<p>Improved reading attainment for disadvantaged pupils</p>	<ul style="list-style-type: none"> • KS1 reading outcomes in 2023-24 will show that an increased number of disadvantaged pupils will meet the expected standard.
<p>Pupils will access a range of enrichment experiences both in and out of school as part of the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</p> <p>https://www.growtoschool.co.uk/evidence/</p>	<ul style="list-style-type: none"> • Children will develop their self-confidence and resilience in a less pressured context to curriculum subjects • Children will demonstrate transference of skills back into learning • Children’s participation will positively impact on their readiness for learning, their well being and over time, their academic achievement. • Pupil surveys will reflect enjoyment in school and improved attitudes to learning. • Staff will notice positive changes/improvement to social skills, independence, perseverance and teamwork in pupils. <p>Review September 2022</p> <p><i>The impact for the children who went to Wild in the Woods for a block of sessions was significant for some children. All children in KS1 were able to participate in the experience at least once, but for some children who had extended periods of time as part of the weekly group, it had a noticeable positive impact on their performance in the classroom, readiness for learning and ultimately their success at school. Wild in the Woods will not continue in the year 2022-23, but will potentially resume in 2023-24.</i></p>

<p>Carefully crafted, high quality pastoral support will be in place for pupils and parents, identified by school as vulnerable or in need.</p> <p>EEF – social and emotional report https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p>	<ul style="list-style-type: none"> Targeted children will be invited to join the nurture Breakfast Club, ensuring a safe, enjoyable start to their day – preparing for the academic day ahead in a small structured environment. Opportunity to share worries/thoughts. 5 point scale embedded across school Nurture support (SENCO) will target social and emotional needs of children. <p>Review September 2022 <i>Breakfast club continues to provide a positive daily experience and supports children’s readiness for the day. The 5 point scale is prominent in all classrooms and all staff have one on their lanyard for use throughout the day to help children regulate and articulate their emotions and behaviour. YM delivers Nurture support (social and emotional) with children across the school in the afternoons.</i></p>
<p>The 5 point scale is used by adults and children as a tool for regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p>	<ul style="list-style-type: none"> 5 point scale will be embedded across school <p>Review September 2022 <i>See above</i></p>
<p>Pupils will demonstrate an increased resilience in their learning, through the understanding that making their memory work hard to recall the knowledge they need secures the learning to ‘make it stick’.</p> <p>EEF Metacognition and self regulated learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<ul style="list-style-type: none"> Children will demonstrate their understanding through making connections to prior learning. Teachers will embed retrieval practice strategies within delivery of learning sessions. Teachers will have a sound understanding of the theory behind learning and memory. Children will have understanding of how they learn and draw on strategies/engage in strategies which enables the learning to ‘stick’. They will regulate their own learning, knowing which strategies are a strength for them and identifying which areas they need to improve. <p>Review September 2022 <i>CTMM units will continue as part of the school CPD focus this year. As staff’s understanding and confidence in cognitive memory and learning develops, the intention will be to then deepen the children’s understanding through a shared language/terminology/dual coding approach.</i></p>

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: 2022-23 = £ 10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD training on science of learning and cognitive theory (whole Trust focus – CTMM units)</i></p>	<p>EEF blog: Working with schemas and why it matters to teachers EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_Science_in_the_classroom_-_Evidence_and_practice_review.pdf</p> <p>New episode of 'Evidence into Action' – 'Cognitive Science in...' EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p><i>Vocabulary progression document will be created within subject specific areas of the curriculum</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1</p>
<p><i>Colourful semantics, First Call and WELLCOMM training for all EY practitioners (may be recorded training guides to use put on shared drive)</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p><i>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children...studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</i></p>	<p>1</p>
<p><i>Staff to be trained on identifying Communication and language difficulties.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>1</p>

<i>All classrooms to have spaces which promote communication and love of reading through a breadth of stimulation (e.g. role play boxes, story enrichment – puppets, story stones etc...)</i>		1
<i>TA support to support Phonics as it is developed in line with the Reading Review document</i>	Reading research July 2021 https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	2
<i>TA (YA) training to deliver the SALT intervention program</i>		1
<i>Little Wandle implementation training schedule</i>	Validated phonics scheme	1,2

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

Budgeted cost: 2022-23 = £59,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics intervention</i> <i>Autumn Term 2022 – Year 2</i> <i>Spring & Summer 1 2023 – Year 1</i> £9112.50 (15 hours per week 2022-23)	https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation Sutton Trust report, “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” A bespoke curriculum or targeted intervention specific to a child’s ongoing and individual needs has had the greatest impact on progress.	1&2

<i>Nurture program timetable to be developed and facilitated by SENDCO @50% £28,905.50</i>		4
Reading interventions will take place during morning job times and Reading Basket children will be picked up by TA	Higher attainment in reading indicates better life chances Reading a wide variety of genres will support vocabulary acquisition	2
Story time every day, weekly stories in Assemblies and book reviews by staff as part of the school Newsletter. <i>Invest in wide range of high quality rich, diverse texts - FOMs</i>		2
World Book Day to be promoted across school and marked through events during the day/week.		2
Reading sessions to be increased – mixture of whole class and guided reading. Each child, a minimum of three per week. Staffing timetabled to support this happening.		2
Pupil progress meetings with teachers alongside SLT and PP Lead	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	All

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

Budgeted cost: 2022-23 = £43,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA to lead and facilitate ELSA and nurture driven sessions</i> £24,491	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning	4
Chris Konrath – clinical psychologist (FREE)	The EEF published a recent report on Behaviour Policy, and found “the importance of consistency and coherence when it comes to behaviour policies”. This is especially important when working with children around the SEMH needs and working with external agencies ensures a inclusive, nurturing, consistent approach, guided by professionals who have a relationship with the school and the children within it they support.	4
<i>Family Support Worker – full time support to parents and children of vulnerable families</i> @50% = £10,104	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning	4
<i>PP Lead to run bespoke intervention sessions 3-4 times per term for small groups in Y1 and Y2; focus on life skills – communication, cooking, crafts, visits into the local community</i> £100	https://www.growtoschool.co.uk/evidence/	5
<i>Family Support Worker to run twice termly lunch time groups for service children (6 children) – focus; shared experiences, time to talk, read stories together, drawing/colouring, play</i>	The EEF states that: “Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.”	
Premier Education – well being focus for PP children Five free PP spaces offered at each club= 10 places altogether	Being outdoors and active has a positive impact on mental health and well being.	4
<i>Weekly toddler session in the library – songs, stories, rhymes</i> SO to run = £2,193.61 2 hours per week from January 2023 - 1.5 hrs for the session and 0.5 for planning	Early reading opportunities link to better readers, better outcomes for children leaving school and more successful adult job roles.	1,2, 5

<p>Parents and families will be invited into school on a regular basis for SHARE, to 'Meet the Teacher', Parents Evenings, performances/concerts and celebration Assemblies.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement</p>	5
<p>Rocksteady instrumental lessons Bursary places offered by Rocksteady = 8 (2022-23) Free</p>	<p>Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self-esteem</p>	3
<p>We will continue to work with the charity Lincoln Food Bank to offer food parcels for families in need £100</p>	<p>Children who are hungry are not in the right place to learn. Many of our PP families appreciated the food boxes last year.</p>	4
<p>Curriculum offer to include increased opportunities for children to immerse in enrichment days (DT, music) as well as a 'Future Me' week – to raise aspirations and broaden future horizons and possibilities £500</p>	<p>https://www.culturallearningalliance.org.uk/what-is-cultural-capital/ Evidence suggests that the cultural capital helps children do better in school.</p>	3, 4
<p>All children to experience the Lincoln Pantomime performance at The Drill Hall Other trips – PP children £3000</p>	<p>https://www.culturallearningalliance.org.uk/what-is-cultural-capital/ Evidence suggests that the cultural capital helps children do better in school. Cultural Capital practical think tank.pdf</p>	3
<p>Social media platforms to be promoted on a regular basis to engage and communicate news, events and school life to parents (Twitter & Facebook)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement</p>	5

Total budgeted cost: 2022-23 £104,765

Part B Review of the Previous Academic Year

Outcomes for disadvantaged pupils

See green reviews throughout the document against specific action which details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our end of year outcomes for 2021-22 were:

- GLD =54% (43% of Pupil Premium achieved GLD)
- Phonics Screening Year 1 = 76.8% (68% Pupil Premium)
- Phonics Screening Year 2 = 89% (93% Pupil Premium)

The strategies were implemented as outlined in the review update, and from the work undertaken thus far, has shown a positive impact. Targeted academic support enabled the children to accelerate their learning and achieve the Phonics Screening pass in Year 2 if they did not secure the mark in Year 1. This strategy will continue in a similar approach this year as it was effective, and the same teaching assistant will pick up the intervention with confidence and experience.

The wider strategies for social and emotional development and support proved incredibly beneficial for all children but particularly for a number who had never experienced the opportunity which Wild in the Woods offered. Teachers noted the increased engagement in school and pupils' attitudes towards school and learning noticeably changed for some children, highlighting the impact this wider strategy had on the classroom learning and engagement. Rocksteady continues to be a highly rewarding and effective way to enable our PP children the opportunity to learn an instrument as part of a live band. The concerts ignited excitement and enthusiasm from other children who expressed an interest in joining the sessions and consequently we have a waiting list. The number of privately paid places also increased which enabled Rocksteady to offer additional Bursary places for PP children, meaning more benefitted. This is to continue with a view to more PP children being given the opportunity – rotate every large term.

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
<ul style="list-style-type: none">• Prioritised children for additional support groups which enabled 1:1 or small group teaching• Access to Ruth/Judy/Christina – phone calls and home visits• Family Support Worker and Pastoral Lead hours
The impact of that spending on service pupil premium eligible pupils
<ul style="list-style-type: none">• Service PP children had access to bespoke teaching in small group• Service children were supported as needed by the Family Support and SEND team.• Progress of these children was in line or better than expected