

Pupil Premium strategy statement: Mount Street Academy 2022-23

Page limit = 5

EVERY STUDENT, EVERY LESSON, ALL THE TIME

“I see challenge as a temporary barrier, preparing me for something bigger!” *Timmy, year 9, SMA*

| Detail | Data |
|--|--|
| School name | Mount Street Academy |
| Number of pupils in school | 312 |
| Proportion (%) of Pupil Premium-eligible pupils | 37% (including Nursery) 39% (Reception – Year 2) |
| Academic year/years that our current pupil premium strategy plan covers (three-year plans are recommended) | 2021 - 2024 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | Autumn 2023 |
| Statement authorised by | Simon Morley |
| Pupil Premium lead | Kelda Parker |

Funding overview

| Detail | Amount |
|--|--|
| | 2023-24 £140,530.00 |
| Pupil Premium funding allocation this academic year | 85 FSM 6 LAC/LAC+ 5 Service October 2022 census |
| Recovery Premium funding allocation this academic year | £11,455.00 |
| Total budget for this academic year | £151,985.00 |

| KS1 Current Attainment 2023 | PP 2023 | Non-PP 2023 | PP nat ave |
|--|---------------------|---------------------|-------------------|
| Proportion attaining expected standard in Reading | 16/31 52% | 41/75 75% | 75% |
| Proportion attaining expected standard in Writing | 13/31 42% | 33/55 60% | 60% |
| Proportion attaining expected standard in Maths | 18/31 58% | 42/55 76% | 70% |
| We have reviewed outcomes for our disadvantaged students and have identified 4 areas that continue to be a challenge for this group. These challenges will underpin the strategy for this academic year. | | | |

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

| Detail of challenge |
|---|
| <p>1. Children present with a lack of language, vocabulary and communication skills In Autumn 2022 92.5% of children were working below age related in Communication and Language 96% of disadvantaged working below ARE</p> |
| <p>2. Children present with a lack of experiences, opportunities and academic educational experiences</p> |
| <p>3. High level of social and emotional and developmental SEN needs/mental health In Autumn 2022 94% of children were working below age related in personal, social and emotional development. 96% of disadvantaged working below ARE</p> |
| <p>4. An increasing need for parents requiring access to external agencies for support and advice. Opportunities for parental and family engagement within schools need to continue and developed further</p> |
| <p>5. A high percentage of persistent absentees Overall attendance 18.5% (March 2023) PP = 34.5%</p> |

Intended outcomes & how we will measure success

| Intended outcome | Success criteria |
|--|---|
| 1. Quality first teaching for all | <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 |
| 2. 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 in to school • EYFS Enrichment through carefully planned provision and experience - focused on social and cultural capital of our children • Children in KS1 will experience three Enrichment Afternoons over the course of the year |
| 3. 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. • Reduction in the number of MH referrals |
| 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. | <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 |
| 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: £47,216.48

(for example, CPD, recruitment and retention)

| Action (Challenge addressed) | Staff lead | Evidence to demonstrate approach is effective (IMPACT – <u>data</u> , outcomes, what will students do/know/behave differently) | Implementation review (when/what/who) |
|---|------------|---|---|
| 1. Implementation of The Literacy Tree for Year 1 and 2, (Anthem KS1 writing curriculum) | HW | Improved outcomes | Autumn Term HW |
| 1. Implement The Scribble Club YN) and (YR) The Drawing Club (Greg Bottrall) - training for all EYFS staff | HW | Improved readiness for writing in KS1 Improved outcomes writing EYFS | Autumn Term |
| 1. TA to support Phonics development in line with the Reading Review document | BP | Improved outcomes Increase in %of children achieving ARE in reading | Termly – Phonics Leads to review |
| 1. Implementation of the Education Strategy (Anthem) | SO/RH/AP | Improved outcomes | Termly – SLT to review |
| 1. Implementation of the Reading strategy (Anthem) | AP | Improved reading outcomes Increased confidence in staff | Termly AP |
| 1. Staff training and implementation of Pedagogy ‘The Anthem Way’ | SO/RH | Staff skill set deepened Improved outcomes Improved access to the curriculum | Spring Term – implementation Termly – SLT review |
| 1. Focused CPD for Maths - (NCETM YR WRM KS1), focusing on high quality teaching and pre teaching of concepts for groups of children to support understanding through pre learning. Number blocks videos for Reception - pre learning at home. Ensure all families can access this. | SO | Increased engagement in home learning opportunities provided Improved outcomes Improved engagement in learning | Autumn Term; then termly SO |

| | | | |
|--|----|---|------------------------------|
| 1. Raise the profile of disadvantaged children across school and ensure that any who are not achieving their potential are identified quickly and actions taken to address through monitoring and evaluating impact of QFT and interventions taking place. | KP | Improved progress/outcomes Improved teacher awareness/action for PP children in their class Improved engagement | Termly KP – report to SLT |
|--|----|---|------------------------------|

Targeted academic support: Budgeted cost: £17,670.09

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

| 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. Playworker - Y1 afternoon outdoor learning support (focusing on language development for Y1 children who still need outdoor learning aspect in afternoons) | Di Lowe | Broader vocabulary acquisition achieved Communication skills improved Reduction in behaviour responses to frustration – increase in children’s ability to verbally articulate/problem solve Improvement in collaboration of peers | Termly RW to review and liaise with Line Manager |
| 1. SALT intervention programs | Yvonne Adams | Improved outcomes and engagement in curriculum learning Improved phonics | Daily CH to review |
| 2. Phonics interventions will take place over the course of the year Autumn Term 2023 – Year 2 Spring & Summer 1 2024 – Year 1 | Bryonny Parkhouse Mrs G | Improved Phonics outcomes | Weekly CF to review |

| | | | |
|---|----------------------|---|---|
| 3, 4. Nurture program timetable to be developed and facilitated by SENCO | Christina Horton | Increase in support for children with SEMH needs, decrease in behaviour-related incidents. | Termly CH to review |
| 1, 2. Reading interventions will take place during morning job times and Reading Basket children will be heard a minimum of twice a week | TAs/volunteer adults | Improved outcomes Improved engagement in reading | Daily AP to review |
| 1, 2. Story time every day, weekly stories in Assemblies and book reviews by staff as part of the school Newsletter. | All staff | Increase in engagement in reading – both children and parents | Daily SLT to review |
| 1, 2. World Book Day to be promoted across school and marked through events during the day/week. | English Team | Increase in engagement in reading – both children and parents | Annually English Team to review |
| 1, 2. A structured Library timetable will enable all classes to access the new library space on a regular basis for story time, or other reading focused activities | SO email round | Increase in engagement in reading Improved outcomes | Weekly AP to review |
| 1, 2. Pre learning groups to be implemented, particularly in Maths, to support bespoke and targeted planning for QFT | TA | Increase in prior-knowledge to build on = improved outcomes Increase in engagement of children | Termly/weekly teachers SO to review |

Wider strategies: Budgeted cost: £85,098.43

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

| Action (Challenge addressed) | Staff Lead | Evidence to demonstrate approach is effective (IMPACT – data, outcomes, what will students do/know/behave differently) | Implementation review (when/what/who) |
|------------------------------|------------|--|---------------------------------------|
|------------------------------|------------|--|---------------------------------------|

| | | | |
|--|---|---|---|
| 2. 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 |
| 5. Family Support Worker to focus on improving attendance Support families CIN, TAC, vulnerable | Rachael horn Suzanna Oaten Amy Paine | Increase in attendance Improved engagement of children in school Increase in parental engagement | Daily SLT to review |
| 3. SEMH support | Chris Konrath – clinical psychologist (FREE) Adele Sheriff | Increase in support for vulnerable children and those with SEMH needs. Improved attendance and engagement in learning. Reduction in behaviour incidents. | Timetabled visits from Chris CH to coordinate |
| 2,3. 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 | CF/Premier Coach | Improved engagement in curriculum Increase in opportunities Improved MH Improvement in physical health | Termly CF to review and report to SLT |
| 2, 3, 4. Nurture Breakfast - for PP and absentees | TA Bryonny | Improved attendance Increase in school engagement | Daily CH to reivew |
| 4. Parents to be encouraged/signposted to weekly toddler session at Ermine library – songs, stories, rhymes | Amy Paine | Improved parental engagement Improved outcomes in some Nursery children (those who access these sessions regularly) Increased understanding of parents | Google Form survey Termly AP |
| 4. Family Hub sessions | CH | Improved parental engagement Increased understanding of parents in effective parenting Parents’ toolbox of strategies increased | Termly SLT to review with CH |
| 4. Early Years Recovery funding Stronger Practise Hubs (St Giles Nursery Early Years Hub) | SLT/teachers to signpost | Improved parental engagement Improved outcomes in some Nursery children (those who access these sessions regularly) Increased understanding of parents | Google Form survey Termly AP |

| | | | |
|---|-----------------------|---|---|
| 2, 3. Rocksteady instrumental lessons Bursary places offered by Rocksteady = 8 (2023-24) Free | Kelda Parker | Improved engagement in curriculum Increase in opportunities Improved MH Broader aspirations | Termly KP |
| 2, 3. 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 | Year Group Leads | Broader aspirations Improved engagement in curriculum | Termly SLT to review |
| 2, 4. PP children will have funded trips if they need support with payment to participate. Payment schedules will be offered to spread payments. | SP | Cultural experiences deepened Access to and engagement with the curriculum | Termly SLT to review |
| 2, 3. Enrichment Days will take place in school , once a big term. Parents will be involved and able to sign children up to activities of their choice. | SO/Teachers | Improvement in mental health Broader aspirations Engagement in school Parental involvement in school Communication with parents | Termly SLT to review |
| 4. Social media platforms to be promoted on a regular basis to engage and communicate news, events and school life to parents (Twitter & Facebook) | SLT/Yr grp leads | Parental engagement improved Communication with parents increased | Termly Google survey review |
| 4. Continue to work with the charity Lincoln Food Bank and Community Grocery to offer food parcels for families in need. | Family Support worker | Parental engagement improved Families will have wider access to food opportunities | As and when needs require SLT/DSL |
| 4. Second hand uniform sourced and offered at a nominal price (free for families who can't afford it) | FOMs/AP | Parental engagement improved All children will be able to wear appropriate uniform - parity | Advertise on school Newsletter |
| 4. Signpost/raise awareness of the Free for All charity shop @ St Giles Methodist Church | Family Support worker | Parental engagement improved | Termly SLT to review |

| | | | |
|--|--|--|--|
| | | Families will have greater access to charity opportunities | |
|--|--|--|--|

Total budgeted cost: £151,985.00

EVIDENCE SOURCE

[NFER – Deploying staff effectively](#)

[NFER – High quality teaching for all](#)

[EEF- Teacher feedback to improve learning](#)

[EEF – Teaching and Learning toolkit](#)

[EEF – Metacognition & Self-regulated learning](#)

[EEF – Pupil Premium guide](#)

[Sutton Trust ‘Engaging Parents Effectively’](#)

[NFER- Addressing behaviour and attendance](#)

[EFF – SEND in mainstream schools](#)

[NFER- Meeting individual learning needs](#)

www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation

<https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning>

<https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning>

<https://www.culturallearningalliance.org.uk/what-is-cultural-capital/>