



PUPIL PREMIUM 2022–23

Number of pupils	787
Proportion (%) of pupil premium eligible pupils	28%
Date this was published	September 2022
Date on which it will be reviewed	September 2023
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Pupil Premium Lead	Katie Jennings
Governor	TBC

Funding Overview

Pupil Premium allocation this year	£306,660
Pupil premium funding carried forward from previous years	£0.00
Total Budget for this academic year	£306,660

Statement of Intent

At Mission Grove the pupil premium funding enables us to target the children in their education and also in their health & well-being. Quality teaching is the priority across the school. We want the best educational standards for all our children. We are committed to rigorous self-evaluation systems and procedures to ensure the strengths and weaknesses are identified. We will encourage any changes necessary to raise standards and make available resources to deliver the improvements including any IT systems to aid learning and assessment. We will target teacher expectations as well as pupil under achievement and ensure that any TA support is used effectively.

The expectation for children to leave Mission Grove as well- rounded individuals with confidence and drive, not only considers the children's academic achievement but their health & well being too. At the school we use the Pupil Premium funding to offer children opportunities that may not have been accessible otherwise.

Challenges

Complex family circumstances, that have caused uncertainty and a negative impact on the children's mental health and well-being, manifesting in low self-esteem.

Low attainment in speech and language and social skills due to lack of socialising with peers and longer screen time for many children.

Intended Outcomes

- Speaking and listening skills of pupils enables them to access the curriculum at an age appropriate lesson
- Writing fluency and reading comprehension gap is narrowed between non-pupil premium and children eligible for pupil premium
- Achievement of pupil premium pupils in line with non-pupil premium for numeracy
- Health and wellbeing of individuals and families eligible for pupil premium is prioritised through welfare support

Success Criteria

Children eligible for pupil premium to be at age expected levels for maths and reading – End of Key stage data used to level.

Pastoral supported targeted for children enabling them to feel supported with their anxieties

Training and workshops available for parents to support their knowledge of the curriculum and how to support their child at home.

CPD for staff to ensure the delivery of quality first teaching across the school, with a challenging and progressive curriculum.

Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 28,576

Activity	Evidence that supports this approach	Challenge numbers addressed
CPD for support staff on a Monday afternoon	Ofsted framework – personal development & Quality of education Education endowment Foundation (EEF) Making best use of Teaching assistants Previous years data	All pupils, especially pupil premium
CPD for middle leaders ensuring the curriculum is supports the children to be confident, resilient and independent		
Retention of staff through training and pay for change in role specific in intervention training		Key identified children
CPD for all staff - SCHOOT		

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

Budgeted cost: £199,388

Activity	Evidence that supports this approach	Challenge numbers addressed
Small phonics group teaching – using all available staff that are readwrite inc trained	Previous years data EEF – improving literacy in KS1	Year 1 and 2 children
Small group speech and language sessions	Data form speech and language therapist	EYFS children Identified children from NHS Speech and Language practitioner
Trainee teacher in year 5 & 6	Research by the Education Endowment Foundation shows that a class group of under 20 students gives the best results. It states that it is during the primary school years that children get the most benefit from being in a small class.	Year 6 & 5 children
Additional teacher in year 6 to have smaller class sizes		Year 6 children
Additional adults in year 6 maths lessons		Year 6 children

Wider Strategies

Budgeted cost: £78,696

Activity	Evidence that supports this approach	Challenge numbers addressed
Stay and play activities and resources	Engagement of parents Previous data	EYFS
Phonics workshops for parents		Reception
Numicon workshops for parents		Reception
School counsellor sessions	Children feel supported to work through anxieties and concerns	15 children
Wrap around facilities for families, Breakfast club, after school club and holiday schemes	EEF wider strategies relate to the most significant non-academic barriers Magic breakfast data	30
Learning mentor programs – from dance to classroom behaviour intervention	Zones of regulation	45
Creative activities e.g music tuition, trips		8

PART B – Review of outcomes of the previous academic year

Pupil Premium Strategy outcomes

In 2022/23 pupil premium funding enabled the school to provide 51 places for children in the holiday scheme, this saw a 85% take up. 20 places were paid for in breakfast club and after school club and were fully utilised.

The school counsellor works with 15 children and families. We have employed a second learning mentor, so we now have 6 days of support a week. The sensory room has aided the work that they both do in school, supporting the children with emotional and behavioural needs.

Funded music tuition has had a positive impact on the children identified and we have been able to continue the support with the of Rock steady with 4 fully funded place.

Phonics -year 1

20 pp children 65% achieved their phonics

76 non pp children 78% achieved 32 or more

KS 1 (111 cohort)

	PP (35 cohort)	Non pp (75 cohort)
Reading	62.3%	75.2%
Writing	46.8%	64.4%
Maths	57.4%	73.6%
RWM	41.5%	61.0%

KS 2 (108 cohort 1 disapplied)

	PP (37 cohort)	Non pp (71 cohort)
Reading	54%	60%
Writing	60%	75%
Maths	43%	66%
RWM	32%	62%