

Pupil premium strategy statement

Mission Grove Primary School



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	833
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 - 26
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Katie Jennings Headteacher
Pupil premium lead	Katie Jennings Headteacher
Governor / Trustee lead	Galina Krasteva

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£344,320
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 8,519

Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£352,839

Part A: Pupil premium strategy plan

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

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

Challenge number	Detail of challenge
1	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.
2	Low attainment in speech and language and social skills due to lack of socialising with peers and longer screen time for many children.
3	Need to raise attainment in KS2 reading, writing, maths and SPAG
4	The school is in area of high deprivation with accommodation in flats and multioccupancy, so regular access to outdoor space and access to enrichment activities out of school hours is minimal
5	Attendance and punctuality
6	Inequality with access to technology to complete work at home online
7	Low self-esteem and confidence of children – manifesting in high anxiety for some
8	Children being school ready – Parents aware of preschool expectations
9	Language barrier

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
<ul style="list-style-type: none"> Speaking and listening skills of pupils enables them to access the curriculum at an age-appropriate lesson 	<p>Regular monitoring of SALT provision by Inclusion Manager and bought in support.</p> <p>Pupils identified early on entry to school</p> <p>Target sessions delivered daily</p>
<ul style="list-style-type: none"> Writing fluency and reading comprehension gap is narrowed between non-pupil premium and children eligible for pupil premium 	<p>Pupil progress analysis shows narrowing the gap</p>
<ul style="list-style-type: none"> Achievement of pupil premium pupils in line with non-pupil premium for numeracy 	<p>Children eligible for pupil premium to be at age expected levels for maths and reading – End of Key stage data used to level.</p>
<ul style="list-style-type: none"> Health and wellbeing of individuals and families eligible for pupil premium is prioritised through welfare support 	<p>Pastoral supported targeted for children enabling them to feel supported with their anxieties</p>
<ul style="list-style-type: none"> Retention of staff and high-quality teaching to all 	<p>CPD for staff to ensure the delivery of quality first teaching across the school, with a challenging and progressive curriculum.</p>
<ul style="list-style-type: none"> Children talk about their learning with confidence and are resilient learners 	<p>Pupils have a voice within the school to help navigate the curriculum</p>
<ul style="list-style-type: none"> Support for children from family outside of school 	<p>Parental participation in workshops</p> <p>Parents engage in curriculum events and support their children at home</p> <p>Children being school ready (toileting, teeth, dressing) 2 year old provision optimum capacity</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: £ 154,316.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year group leaders implemented across the school- giving key support to each year.	Ofsted framework – personal development & Quality of education	3, 5
CPD for middle leaders ensuring the curriculum is supports the children to be confident, resilient and independent	Ofsted framework – personal development & Quality of education Education endowment Foundation (EEF) Making best use of Teaching assistants Previous years data	1,3, 5
New staff allocated identified key person – to support with settling and following the schools policies and curriculum	Ofsted framework – personal development & Quality of education	3,5
Retention of staff through training and pay for change in role specific in intervention training	DFE’s reducing staff workload Staff surveys EEF Effective professional development	2,3,5
CPD for all staff – ReadwriteInc focus 2 day training costs	Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career	2,3,5

	Framework and the new National Professional Qualifications. EEF	
ECT mentoring, support and CPD throughout the year	EEF – Effective professional development guidance EPI – High Quality CPD for teachers has a significant impact on pupils’ learning outcomes.	3,5

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

Budgeted cost: £ 82,568

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small phonics group teaching – using all available staff that are readwrite inc trained	Previous years data EEF – improving literacy in KS1	2,3
Small group speech and language sessions	Data form speech and language therapist	2,3
Target drama workshops and dance sessions	Dancing to happiness tv program Dame Darcey Bussell explores the value of dancing in improving mental health and meets a range of people using dance as therapy.	1,2,7
Targeted group intervention delivered by teachers and trained support staff	Education endowment Foundation (EEF) Making best use of Teaching assistants Ofsted framework – personal development & Quality of education	1,2,7
Developing HLTA roles across the school	Ofsted framework – personal development & Quality of education EEF Effective professional development	2,3,

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

Budgeted cost: £ 115,954.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
UNICEF Rights & Respecting School	<p>The RRSA Impact Evidence Pack presents the evidence that supports our Theory of Change and demonstrates impact for children and whole school communities in the following areas:</p> <ul style="list-style-type: none"> • Children learn about rights • Children can exercise their rights • A culture of respect across the school • Pupil engagement – a shared sense of community and belonging • A culture where children’s voices are heard and valued • Children take their right to an education seriously • Global citizenship – children believe they can change the world for the better • Children develop self-esteem and value themselves • A school environment where children feel safe and cared for • Adults also benefit from a rights respecting culture 	1,4,5,7
Website – offer google translate for curriculum and all events, information	https://www.lisedunetwork.com/lost-in-translation-how-language-barriers-affect-classroom-communication	1,8,9
Stay and play activities and resources	Engagement of parents and feedback from surveys and parent council meetings	1,4,5,7
Phonics workshops for parents	Data	1,4,5,7

School counsellor session	EEF Improving social and Emotional learning in schools Zones of regulation	1,7
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	1,4,5,6,7
Learning mentor programs – from dance to classroom behaviour intervention	Zones of regulation There is evidence that teaching awareness of emotions and feelings can improve young children’s emotional understanding and related skills such as positive emotional expression and regulation	1,2,7
Subsidy of Creative activities e.g music tuition, trips, Artis	EEF wider strategies relate to the most significant non-academic barriers <i>The influence of teachers extends beyond the classroom, well into the future. It is they who shape and enrich the minds of the young, who touch their hearts and souls. It is they who shape a nation's future.’ F. Sionil Jose</i>	1,5,6,7
After school enrichment & Physical activity clubs	Game Changer: A plan to transform young lives through sport (centreforsocialjustice.org.uk) EEF Improving social and Emotional learning in schools	1,4,5,7

Total budgeted cost: £ 352,839

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2023/24 pupil premium funding enabled the school to provide 51 places for children in the holiday scheme, this saw a 90% take up. 20 places were paid for in breakfast club and after school club and were fully utilised. We also had some ex-pupil premium children (year 7 & 8) attend the holiday scheme, developing their skills as junior leaders. For the first time we ran a week programme directed especially for younger leaders, so developing the needs of children beyond primary.

The school counsellor worked with 15 children and families. Two learning mentors supported children over 6 working days 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 6 fully funded place and the support of the WF music service to give individual children small group lessons.

Catch up interventions happened for targeted children in year 1 ,2, 4 and 6. Supporting children with their phonics, timetables and SATS preparation.

The school continued to use ARTIS to support the CPD of staff and the teaching of drama to promote the speech and language and develop the confidence of the children. Although not all children relished this opportunity it enabled them to learn the skills to perform in front of others.

Extra-curricular clubs offered and taken up by pupil premium children included ballet, Parkour, tag rugby, art, football, gymnastics and chess.

Trips every year group experienced trips with many being subsidised for pupil premium children. We were not able to offer all pupil premium children support with funding and attending the year 5 camping or year 6 residential but 8 children benefitted.

DATA

EYFS

Pupil premium compared to LBWF

URN/ Estab. Setting Name	Eligible	GLD ^{1,2}	Avg. No. Exp. ELGs ²	ACHIEVED EXPECTED										Specific Goals	All Goals
				COM	PSE	PHY	Prime Goals	LIT	MAT	UTW	EXP				
- Local Authority	305	61.6%	13.2	72.8%	79.0%	81.0%	69.8%	63.6%	71.8%	73.4%	82.6%	63.0%	61.6%		
2074 Mission Grove Primary School	20	85.0%	15.5	95.0%	95.0%	95.0%	90.0%	85.0%	85.0%	85.0%	100.0%	85.0%	85.0%		

Non- Pupil Premium compared to LBWF

URN/ Estab. Setting Name	Eligible	GLD ^{1,2}	Avg. No. Exp. ELGs ²	ACHIEVED EXPECTED										Specific Goals	All Goals
				COM	PSE	PHY	Prime Goals	LIT	MAT	UTW	EXP				
- Local Authority	3,131	75.5%	14.6	83.2%	86.0%	88.2%	81.0%	77.4%	81.8%	83.7%	87.0%	75.9%	74.8%		
2074 Mission Grove Primary School	92	75.0%	14.7	81.5%	88.0%	91.3%	78.3%	80.4%	83.7%	81.5%	90.2%	75.0%	72.8%		

The pupil premium children outperformed the LA and the non PP school children in all areas

Phonics -year 1 (97children)

The school improved on the 2023 data.

Pupil Premium

Estab. No.	Estab. Name	Cohort	Mark						APS	Outcome				
			No Score	0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA
-	Local Authority	529	2.6%	10.4%	4.7%	2.8%	30.6%	48.8%	32.5	0.0%	0.6%	2.1%	18.0%	79.4%
2074	Mission Grove Primary School	14	0.0%	7.1%	0.0%	14.3%	50.0%	28.6%	32.8	0.0%	0.0%	0.0%	21.4%	78.6%

Non Pupil premium

Estab. No.	Estab. Name	Cohort	Mark						APS	Outcome				
			No Score	0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA
-	Local Authority	2,752	1.7%	6.8%	3.0%	3.9%	28.2%	56.5%	34.2	0.0%	0.1%	1.6%	13.6%	84.6%
2074	Mission Grove Primary School	83	7.2%	6.0%	4.8%	6.0%	32.5%	43.4%	33.3	0.0%	0.0%	7.2%	16.9%	75.9%

Pupil Premium children outperformed the non PP children. The school was lower than the LA data.

Year 4 MTC (87 cohort 5 absent)

33 children pp average score 17.8

All pupils average score 17.6

KS 2 (110 cohort)

provisional data as we have put applications to disapply 6 children new to the country in the last 3 years. This data also includes 6 children who did not sit the tests.

41 pupils eligible for pp and 69 non.

ATTAINMENT & ASSESSMENTS

Subject	Level	Mission Grove Primary School (2074)		Local Authority - Waltham Forest	
		Value		Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	29.3%		63.5%	-34.2%
	GDS/High Score	0.0%		8.4%	-8.4%
Reading	≥Exp.Std.	56.1%		75.6%	-19.5%
	High Score	14.6%		28.6%	-14.0%
Writing (TA)	≥EXS	56.1%		72.5%	-16.4%
	GDS	0.0%		16.1%	-16.1%
Maths (test)	≥Exp.Std.	43.9%		74.3%	-30.4%
	High Score	7.3%		22.7%	-15.4%

Non Pupil Premium

ATTAINMENT & ASSESSMENTS

Subject	Level	Mission Grove Primary School (2074)		Local Authority - Waltham Forest	
		Value		Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	55.1%		74.8%	-19.7%
	GDS/High Score	1.4%		16.6%	-15.2%
Reading	≥Exp.Std.	71.0%		82.6%	-11.6%
	High Score	21.7%		40.4%	-18.7%
Writing (TA)	≥EXS	75.4%		81.8%	-6.4%
	GDS	1.4%		25.8%	-24.4%
Maths (test)	≥Exp.Std.	69.6%		83.9%	-14.3%
	High Score	14.5%		36.7%	-22.2%

	PP (cohort)	Non pp (cohort)
Reading	56.1%	71%

Writing	56.1%	75.4%
Maths	43.9%	69.6%
RWM	29.3%	55.1%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Online progams -	MyOn, Bugclub, TTRockstars
Drama therapy	Artis